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ABSTRACT

A ten week in-service program for public and school librarians was offered in the U.S. Virgin Islands for the purpose of upgrading the quality of librarianship and library services. Thirty-five participants from various parts of the Virgin Islands took part in the program which consisted of Saturday workshops and lectures during the week. Basic information in specific subject areas was received and new developments in the field were introduced. Library facilities in St. Croix, St. Thomas, and Puerto Rico were visited as part of the program. Results of student and faculty evaluations and exams given throughout the program were favorable. Major problems included the diversified background and expectations of participants, time constraints, isolation and geographical separation, and administrative separation. The instructional staff, open communication between staff and participants, the workshops on media, and field trips were among the strengths which contributed to the overall success of the program. Student and faculty program evaluations, exams, and course descriptions are appended. (AP)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR TRAINING IN LIBRARIANSHIP

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

The Institute for Training in Librarianship offered a ten week in-service program for public and school librarians in the U.S. Virgin Islands. The Institute was unique in many respects. No library training program had ever been offered before in the U.S. Virgin Islands. As a result, trained professional librarians were greatly under-represented among public and school library staff and the Virgin Islands community was thus deprived of optimally effective library service. The Institute served to upgrade the quality of librarianship and thus, of library services. In the course of the Institute, the participants developed greater insight into the need for active public relations between the library and the community. The participants learned about new trends in library services, and they began adapting this new library technology to their own library situations.

The Institute stimulated the creative and cognitive potential of the participants. They were introduced to innovative uses of audio-visual materials in the library. Their knowledge of library management, acquisitions, organization of information, and reference services was greatly enhanced. The thirty-five participants from the islands of St. Croix, St. John, and St. Thomas left the Institute with a greater awareness of themselves as librarians.

The Institute was a successful pilot project. As a result of the success of the Institute, it is hoped that new Institutes will be established in the future so that the quality of library service in the U.S. Virgin Islands library system may be looked upon as a "model" system.

We are indebted to all the individuals and agencies who have contributed to the completion of this program. This program would not have been possible without the Library Training grant from the United States Office of Education. We thank them for this support. We are also grateful for the assistance and cooperation of the College of the Virgin Islands, U.S. Virgin Islands Department of Education, the U.S. Virgin Islands Department of Conservation and Cultural Affairs, and people of the Virgin Islands community.

The dedication and determination of the Institute's staff members made this program eminently successful. We want to thank the Advisory Board for its interest and support. The Institute would not have been possible without the Instructors' stimulating and challenging lectures and workshops. A special debt of gratitude is due to Mrs. Helen Laurence, the Project Coordinator, for efficient and dedicated service at every stage of the Institute program.

Final thanks go to Ms. Chanel Otis Steinmann, who helped to coordinate and prepare the final evaluation report. As with the entire project, so with the final report: it could not have been completed without the constant support of all the staff members and institute participants. This document is a tribute to their consistent energies and efforts.

Henry C. Chang

St. Croix, U.S. Virgin Islands

June 1976

I. BACKGROUND

An Institute for Training in Librarianship at the College of the Virgin Islands was held in St. Croix and concurrently in St. Thomas, United States Virgin Islands, from February 1 to April 10, 1976. There were thirty-five participants in the Institute. Participants were primarily full-time working public and school librarians and media specialists from the Virgin Islands. The Institute was designed to improve the quality of librarianship by reviewing basic skills and by introducing participants to new developments in various fields of librarianship.

The U.S. Virgin Islands comprise some 50 islands and cays in the Caribbean Sea. (See Appendix A) They were purchased in 1917 from Denmark by the U.S. for $25 Million; prior to the purchase, the islands had a rich and varied history under seven flags. The two largest islands, St. Croix and St. Thomas, are separated by 40 miles. The total land mass is 132 square miles. Only the three largest islands have a sizeable permanent population of an estimated 100,000 inhabitants. This is augmented by a transient population of approximately 1 million tourists per year. The U.S. Virgin Islands are closely allied historically and economically with many remote and disadvantaged areas on the U.S. mainland, as well as with other U.S. territories and outlying regions. As a territory of the U.S. the U.S. Virgin Islands possess library services less adequate than those found in any state on the mainland,

regardless of the comparison used. Like many rural, remote areas on the mainland, the U.S. Virgin Islands are isolated and far away from any large research collection or training institution, and are removed from the educational and cultural mainstream (the U.S. Virgin Islands lie approximately 1,150 miles from Florida and 1,550 miles from New York).

There is no ongoing program for librarianship in the Virgin Islands. The nearest library training school is in Puerto Rico, which is approximately 40 minutes away by sea plane. Since the official language of the Puerto Rico is Spanish, while English is the predominant language of the U.S. Virgin Islands, few Virgin Islands librarians have taken any library training there.

Many people who serve in a librarians' capacity in the schools and public libraries of the Virgin Islands have not had any library training. This lack of formal training tended to handicap productivity and work effeciency. Library resources are limited in the islands; community library users have been neglected for many years. The need to train and update the knowledge of the working librarians of the Virgin Islands has long been recognized; the demand in now urgent. It was to this need that the Institute for Training in Librarianship was intended to respond.

As of the end of 1974 a majority of the librarians working the public library system had no formal library training. Among school librarians the situation was even more extreme. These were the librarians for whom the Institute was planned. This

target group consisted primarily of library employees with B.A. level degrees, but with little or no formal library training.

Because of the composition of the target group, it was decided that the Library Institute program should consist of an instensive introduction to and review of basic library science principles in lecture presentations, combined with opportunities for practical application in workshops. Five areas of concentration were designated in accordance with standard library school curricula: Reference and Information Services; Records of Knowledge; Organization of Information; Library Management; and Educational Media. Considerable effort was made to find instructors who were recognized as experts in their respective fields, who were competent teachers and who were familiar with the Caribbean experience, in order to ensure relevance to the needs of the Library Institute trainees. Five locally-based instructors were hired as counterparts to each of the stateside instructors, in order to provide continuity and to serve as local resource persons to whom participants could refer in the future.

The College of the Virgin Islands is the only four year liberal arts institute in the U.S. Virgin Islands. Since the College of the Virgin Islands is well equipped with extensive library resources and facilities and since, at the time of the grant application, Dr. Henry C. Chang was Director of the College of the Virgin Islands Library on the St. Croix campus, it was deemed appropriate that the College should serve as the grant recipient and Institute Training site. The College has two campuses. One is located in St. Thomas

and one in St. Croix. The two islands are 40 miles distant, or 20 minutes by seaplane, which is the only public transportation between the islands. In order to reduce costs and maximize efficiency, it was decided to transport the instructors rather than the participants between the islands. Thus, Institute classes were held in St. Croix on Monday and Tuesday evenings and the same classes were repeated in St. Thomas on Wednesday and Thursday. Saturday workshops were given in St. Thomas in the morning and in St. Croix in the afternoon.

The Institute for Training in Librarianship was scheduled to begin on February 1, 1976 and to end on April 10, 1976. The opening date was planned to coincide with the opening of the newly-completed Melvin H. Evans Center for Learning on the St. Croix Campus. This new structure houses classrooms and administrative offices, as well as the St. Croix Campus Library. The St. Croix Library Training Classes were held in the Community Services Room, a combination classroom-conference room in the Melvin H. Evans Center for Learning. The St. Thomas classes were held in a classroom of the Education Building on the St. Thomas campus.

II. PROGRAM NARRATIVE

A. Planning

Nearly six months of planning provided the basis for the implementation of the Institute for Training in Librarianship. The planning team consisted primarily of Dr. Henry C. Chang, Director of the Institute, Mr. James M. Oliver, Associate Director of the Institute, and Mrs. Helen Laurence, Project Coordinator and Administrative Secretary; all worked together on advance arrangements for the Library Institute. Other Libraries and members of the community contributed to the effort.

It was a wise decision to allot six months' time for the planning period. Since much planning work had to be done at a distance (contacting instructors, ordering materials, etc.) and since postal service to the U.S. Virgin Islands is notoriously unreliable and slow, the planning team found that six months was just adequate for their need.

During the summer of 1975, after the notification of the grant award, the Library Institute staff began planning efforts. Initial contacts were made with potential instructors. Relationships with local agencies (Department of Education, Private Schools, Bureau of Libraries and Museums) and with appropriate departments within the College of the Virgin Islands were initiated and formalized.

In the fall of 1975, Dr. Henry C. Chang met with the Business Manager and the Chief Accountant at the College of the Virgin Islands in St. Thomas to determine the procedure for encumbering funds and paying bills for the Institute. Mrs. Helen Laurence, a part-time administrative secretary, was hired. Guidelines were established for the use by the Library Institute of the College of the Virgin Islands telephones, postage, and copying services, as well as for inter-island travel by Institute staff.

Instructors were contacted to confirm their commitment to participate in the Institute for Training in Librarianship. (See Appendix G) Several instructors had conflicting plans so replacements for them had to be found. This process was begun in October. The information brochure and application form were designed and printed. (See Appendix B)

In November brochure/application forms were distributed. Publicity releases announced the Institute for Training in Librarianship and solicited interested qualified persons to apply. (See Appendix C) Instructors were contacted to re-confirm the committment to the Library Institute. A tentative course schedule was drawn up. Books and instructional materials were ordered. A reading list was developed. Applications were returned and screened. Work was begun to secure hotel accomodations and travel arrangements for visiting Institute instructors.

The Advisory Board meeting was held on December 9th. (See Appendix E) The Advisory Board members were prominent local citizens. They were community members in many fields: Librarianship, Education, Administration, and Public Service. They were selected to advise the Library Training Institute on matters of basic policy and procedures. The Selection Committee met on January 7th to choose 30 participants. More than 100 librarians and librarian-aspirants applied for the 30 slots available in the Institute. (See Appenix D) Because of the large response, the Advisory Board agreed to admit approximately 5 auditors to the Institute classes on each island, with the stipulation that the number of participants in each class not exceed 20 people. The auditors were identical in all respects to the participants in that they were required to attend all classes, to take all exams and to do all assignments. They were eligible for the College of the Virgin Islands course credit on the same terms as participants. However, auditors were required to pay tuition if they wished to receive credit for the course. They were also required to pay for their own travel if they wished to accompany the group on field trips. The auditors received no stipend.

Participants and auditors were notified of their selection by telephone. Letters were sent to rejected applicants. Since the teachers in the public school system of the Virgin Islands were on strike and many people do not have home phones, it was

difficult to reach many participants who were public school librarians and teachers. Telegrams were sent to those who could not be reached by telephone.

A part-time instructional assistant was hired to coordinate Institute activities in St. Thomas, to act as a liaison between St. Thomas and St. Croix participants and staff, and to assist the Instructional Staff when in St. Thomas. While the College of the Virgin Islands Divisional Council deliberated whether to grant four undergraduate course credits to those Library Institute participants who successfully completed the course, all participants were required to register as part-time students for the spring semester in order to ensure receipt of credits upon the Divisional Council's eventual positive decision. Institute staff travelled to St. Thomas for the College of the Virgin Islands spring semester registration, and coordinated registration of Institute participants there and in St. Croix. At registration, all participants signed their contractual agreements concerning attendance, work requirements, and stipend payments. (See Appendix F) The pretest and posttest were devised. (See Appendix H) Airline tickets were sent to the stateside instructors. Travel arrangements were made for all St. Croix participants, advisory board members, and staff to travel to St. Thomas for the opening ceremonies on February 1, 1976.

B. Implementation

1) Organization

a) Orientation (Opening Ceremony)

The orientation consisted of a formal opening ceremony, held on the St. Thomas Campus of the College of the Virgin Islands. All St. Croix participants were flown to St. Thomas to attend. The U.S.V.I. Senate President Elmo Roebuck, and the Honorable Virdin D. Brown, Commissioner of the Department of Conservation and Cultural Affairs, were guest speakers at the Opening Ceremony. This occasion marked the inauguration of the Institute for Training in Librarianship. It provided the opportunity for official representatives of relevant government agencies to formally acknowledge the existence and goals of the Institute. The members of the Advisory Board who live in St. Croix were flown to St. Thomas to take part in the ceremony, during which all the members of the Advisory Board were introduced to the Institute participants and to the members of the community in attendance. The St. Thomas Community Band provided Musical selections, and the Cafeteria of the St. Thomas Campus of the College of the Virgin Islands generously donated refreshments for the reception after the Ceremony.

b) Lectures

Each local and stateside instructor was asked to prepare two 2½ hour lectures to be presented at the evening sessions in St. Croix on Monday and Tuesday, and St. Thomas on Wednesday and Thursday. Instructors were asked to review basic information in their subject areas for the first lecture, and to introduce new developments in the field in their subsuquent lectures. All sessions were recorded on tape.

Some instructors experienced difficulty in preparing lectures for an audience of such diverse training and experience. Most instructors were able to strike a happy medium so that only a very few participants felt the material was too advanced, and fewer still were bored by the review of too-familiar materials. This problem would be virtually impossible to overcome in a setting of such cultural diversity as the U.S. Virgin Islands, particularly since there is no local library training school or program which might produce a homogenous population of librarians with similar expectations and abilities.

Many instructors augmented their lectures with mimeographed handouts, bibliographies, films, slides, and/or other supplementary materials. The audio-visual resources and equipment, and copying facilities of the College of the Virgin Islands, as well as the secretarial services of the Institute for Training in Librarianship were made available for use by the

instructors in the preparation of instructional materials. We were fortunate in having an extremely able person to assist in this capacity, and several instructors remarked on the quality of her work.

c) Workshops

Instructors were asked to present 3-hour-long Saturday workshops on each island. Specific guidelines were not articulated since it was assumed that it would be understood that a workshop should provide opportunities for the participants to apply the theory they had learned during the week to practical situations on Saturday. As it turned out, this was an unfortunate omission. Although four instructors did present excellent workshop experiences, three others used the Saturday sessions to expand on their week-night lectures, to the disappointment of many participants. This disappointment may have been exacerbated by the outstanding quality of the workshops which were given; this made the omission of the others seem more glaring by comparison. The workshops which were presented were extremely effective, especially in the area of Educational Media; a producer from the local educational television station demonstrated many media tools which can be used in libraries

and classrooms; and an overseas audio-visual specialist demonstrated the process of making large display transparencies and had each participant create a script for a slide presentation. The specialist in the area of Management used the workshop session to have the class form small groups to discuss several case studies in library organization and then to come together and share their ideas with the whole group. Our cataloguing expert, in his workshop, asked the group to work on a collection of un-catalogued recent acquisitions, using the new ISBN cataloguing rules which he had presented in his evening lectures. The whole-hearted response to all these workshop experiences leads us to suggest that a future Institute with similar goals and objectives should devote proportionally more time to well-structured and carefully planned workshops. Above all, our expectations about the form and content of workshops should be made clear to instructors from the start.

d) Field trips

Several field trips were planned: All St. Thomas participants were flown to St. Croix, where they joined St. Croix participants for an Educational Media workshop given by a producer for the local public TV station, at the St. Croix Central High School Library. After the workshop, they were given a tour of St. Croix library facilities, including the Florence Williams Public Library in Christiansted, the College of the Virgin Islands

Campus Library in the Melvin H. Evans Center for Learning, and the Frederiksted Public Library. The second field trip brought St. Croix participants to St. Thomas for another Educational Media workshop at the studios of WTJX, the public television station in St. Thomas, and for visits to various library sites there. The field trip to Puerto Rico brought the St. Thomas and St. Croix participants together for a very busy day of touring libraries in and around San Juan. We were fortunate to be able to obtain a bus from the University of Puerto Rico for the day, complete with driver. The Library Institute group visited the Learning Resources Center of Bayamon Regional College of the University of Puerto Rico, lunched at the Faculty Club of the University of Puerto Rico at Rio Piedras, visited the University Central Library and Graduate School of Librarianship at the University of Puerto Rico, and ended the day with a tour of the Carnegie Library in Old San Juan. Two professors from the Graduate School of Librarianship at the University of Puerto Rico, Drs. Fernandez and Faunce, served as our guides for the day.

Field trips provided the opportunity for participants from different islands to get acquainted with each other and to learn about each others' needs and goals. Visits to library sites enabled participants to see the conditions under which their counterparts work. The field trips were successful in this regard. On the whole, the participants responded very positively to these trips; this was one of the most important accomplishments of the Institute,

Institute, since inter-island communication and understanding have often been neglected. In fact, in many areas, inter-island competition has been the norm. The inter-island field trips were a first step in the direction of understanding and concern; hopefully, follow-up trips will be forthcoming, for the need is great.

e) Graduation

The Graduation Ceremony was held on the St. Croix Campus of the College of the Virgin Islands on April 25th, 1976. (See Appendix K) This formal ceremony was well-planned and executed. The ceremony was open to the public and a large audience from the St. Croix community attended. Governor King had agreed to serve as Keynote speaker, but was unable to attend at the last minute, so sent a representative, the Honorable Clement Sackey, St. Croix Administrator, in his place.

Dr. Henry C. Chang served as Master of Ceremonies for the Graduation. Other Guest Speakers included U.S. Virgin Islands Commissioner of Education, the Honorable Gwendolyn Kean; Commissioner of Conservation and Cultural Affairs, the Honorable Virdin C. Brown; Director of the St. Croix Campus of the College of the Virgin Islands, Dr. Mary M. Savage; and the Honorable Alexander A. Moorhead, Jr., U.S. Virgin Islands Legislature Senator from St. Croix.

Each participant who successfully completed the institute course (passing the midterm and final exams, satisfactory attendance) received a diploma and stipend check at the graduation ceremony. (See Appendix L) All St. Croix Institute participants contributed to furnish an elaborate buffet for the reception after the Ceremony. This turned out to be a very impressive event and was extensively covered in the local press. (See Appendix C)

2. Course Description and Schedule

As noted above, the Library Institute was designed as an intensive basic library science review, consisting of five main subject areas. What follows is a brief description of each subject area covered in the Library Institute, accompanied by a Course calender. The names in capital letters on the calender refer to the instructor responsible for the presentation on that date. Each instructor and participant received a copy of this course description and calender.

Library Training Program Course Description

The Institute course program included five major content areas of Library Science and Educational Media presented as Instructional Modules in two courses: Professional Studies in Librarianship includes the Library Science modules: 1) Organization of Information; 2) Records of Knowledge; 3) Reference and Information Services; 4) Management for Librarians; and Educational Media consists of the Media Studies and Services module. Each module consists of an Introduction and Review of Basic Skills, and a Presentation of New Trends, Information, and Skills to be Developed.

1) Organization of Information

Study of methods and problems involved in the description, subject organization, and retrieval of records of knowledge and information in bibliographies, library catalogues, and machine-based systems;

2) Records of Knowledge

An overview of the world of learning and study of the national and trade bibliographies. History and development of the records of knowledge in relation to the communication problems of society; principles of selection and dissemination of print and non-print materials to meet library clientele information needs;

3) Reference and Information Services

Information sources and services to meet clientele needs; user-librarian (or media specialist) information interaction; research, evaluation, and planning for future services;

4) Management for Librarians

Dealing with all levels of library management. The topics include principles of library administration and management, managerial problems of innovation and change; inter-organizational relations, problem solving, leadership, motivation, communication, objective formulation, personnel relations, decision making, financial planning and control, performance appraisal; the impact of technology, and the implementation of change;

5) Educational Media

Advantages, limitations, and proper use of the various educational media and A-V resources and equipment. Multi-media approach to teaching and optimum use of school libraries by teachers. Review of all forms of instructional materials. Philosophy and objectives of services; utilizing systematic approach to developing and evaluating instruction.

INSTITUTE CALENDER

	WEEK 1 2/2-2/7	WEEK 2 2/9-2/14	WEEK 3 2/16-2/21	WEEK 4 2/23-2/28	WEEK 5 3/1-3/6	WEEK 6 3/8-3/13	WEEK 7 3/15-3/20	WEEK 8 3/22-3/27	WEEK 9 3/29-4/3	WEEK 10 4/5-4/10
Monday Eve. in St. Croix 6:30-9:15p.m.	Reference: MACLEAN 2/2	Organization: RAMOS 2/9	Reference: CLARK 2/16	Records: DIPIETRO 2/23	Management: HOGG 3/1	Media: MOORE 3/8	Reference: MACLEAN 3/15	Organization: RAMOS 3/22	Organization: LEHNUS 3/29	Management: HOGG 4/5
Tuesday Eve. in St. Croix 6:30-9:15p.m.	Records: ORTIZ 2/3	Media: SPANNAUS 2/10	Reference: CLARK 2/17	Records: DIPIETRO 2/24	Management: HOGG 3/2	Media: MOORE 3/9	Records: ORTIZ 3/16	Media: SPANNAUS 3/23	Organization: LEHNUS 3/30	Management: HOGG 4/6
Wednes. Eve. in St. Thom. 6:30-9:15p.m.	Reference: MACLEAN 2/4	Organization: RAMOS 2/11	Reference: CLARK 2/18	Records: DIPIETRO 2/25	Management: HOGG 3/3	Media: MOORE 3/10	Reference: MACLEAN 3/17	Organization: RAMOS 3/24	Organization: LEHNUS 3/31	Management: HOGG 4/7
Thurs. Eve. in St. Thom. 6:30-9:15p.m.	Records: ORTIZ 2/5	Media: SPANNAUS 2/12	Reference: CLARK 2/19	Records: DIPIETRO 2/26	Management: HOGG 3/4	Media: MOORE 3/11	Records: ORTIZ 3/18	Media: SPANNAUS 3/25	Organization: LEHNUS 4/1	Management: HOGG 4/8
Saturday Workshop AM: St. Thomas	Group Trip to St. Croix for St. Thomas students	Group Trip to St. Thom. for St. Croix students	Sat. AM Reference: CLARK 2/21	Sat. AM Records: DIPIETRO 2/28	Sat. AM Management: HOGG 3/6	Sat. AM Media: MOORE 3/13	Group Trip to Puerto Rico	Sat. AM Special Guest Lecture: BAA 3/27	Sat. AM Organization: LEHNUS 4/3	Sat. AM Management: HOGG 4/10
Saturday Workshop PM: St. Croix	including Media Workshop (NUDD) and Libr. Vis. 2/7	including Media Workshop (NUDD) and Libr. Vis. 2/14	Sat. PM Reference: CLARK 2/21	Sat. PM Records: DIPIETRO 2/28	Sat. PM Management: HOGG 3/6	Sat. PM Media: MOORE 3/13	↓ 3/20	Sat. PM Special Guest Lecture: BAA 3/27	Sat. PM Organization: LEHNUS 4/3	Sat. PM Management: HOGG 4/10

3. Relationship with College Administration

On the whole, the College of the Virgin Islands administration was supportive of the needs and goals of the Institute for Training in Librarianship. Most college support functions and administrative services were provided efficiently and graciously. There was a high degree of cooperation among all middle-level management personnel responsible for the provision of these services. The supervisors and staff of the Accounting, Business Manager's, Personnel, Maintenance, Registrar's, and the Student Services Offices are all to be commended with gratitude for their efforts on behalf of the Institute for Training in Librarianship.

The central administrative functions of the College of the Virgin Islands are concentrated on the St. Thomas Campus. The Director of the Library Institute, and hence, the administrative functions of the Institute were centered on the St. Croix Campus. This made for some minor inconveniences in communication between the College of the Virgin Islands and the Library Institute administrative staff.

The College of the Virgin Islands administration on the St. Croix Campus was more responsive generally to the needs of the Library Institute classes there than was the College of the Virgin Islands administration on the St. Thomas Campus to the needs of the Library Institute classes in St. Thomas. This situation may have derived from the fact that the Director of the

Institute for Training in Librarianship had been the Director of the St. Croix Campus College Library. As such, there were strong professional and personal ties between the Library Institute and the College of the Virgin Islands administration in St. Croix, which perhaps ensured greater committment to the success of the Institute there.

a) Facilities and Equipment

In St. Croix and St. Thomas, the facilities most suited to the need and goals of an Institute for Training in Librarianship are to be found at the College of the Virgin Islands. The College of the Virgin Islands environment offered modern, well-equiped and maintained classrooms, access to A-V equipment as needed, and to office and business machines and supplies. A more suitable location for a Library Institute in the U.S. Virgin Islands does not exist.

On the St. Thomas campus, the room originally reserved for Library Institute class meeting was pre-empted by another class. As a result, the St. Thomas Institute meetings were moved to another room which was slightly less suitable for Library Institute classes in terms of size and physical layout. Also on the St. Thomas campus,

the purchase and maintenance of A-V equipment and the expansion of A-V program and resources are relatively low priorities in budget and program planning. Therefore, the St. Thomas classes experienced more difficulty with presentations calling for the use of A-V equipment and demonstration than did the classes in St. Croix.

b) Credits

Since this Institute was an in-service staff development program, it was hoped that credit would be given to participants for successful completion of the Library Institute. This, it was felt, would serve as an incentive to participants to finish college or library degree programs in cases where they were incomplete, or to enroll in such programs, possibly by correspondence, in order to formalize the enhanced level of professionalism attained by participants in the Library Institute.

The decision to grant college credit to the participant of the Library Institute rested with the College of the Virgin Islands Divisional Council. Although the Library Institute petitioned the Division Council on November 7th, to include the question of credit for Institute participants in the agenda at the December 18th meeting this issue was not discussed or decided until the Divisional Council meeting of January 22th. The Institute was not

informed of the decision about granting college credit until January 28th. The College of the Virgin Islands registration for the spring term took place on January 12-13-14th. In order to receive credit, Institute participants had to register for the Library Institute as for any other College of the Virgin Islands course offered for credit. Library Institute participants were required to do this in order to ensure the receipt of credit upon the eventual decision of the Divisional Council to grant course credit for the successful completion of the Institute Course of study. The Divisional Council did, of course, eventually approve the petition to grant four college credits to Library Institute participants. To receive credit, Library Institute participants had to conform to the College of the Virgin Islands requirements: to attain passing grades on midterm and final exams and/or on course projects, for a passing final grade.

c) Exams

It was uncertain until after the start of the Institute for Training in Librarianship , (and obviously, after registration with the signing of contractual agreements) that credit would be granted. Therefore, the exam-passing-grade requirement was not stated in the contracts or other correspondence with Library

Institute participants until after February 1st and the start of the Institute. Several Institute participants, especially those who had been removed from school situations for many years, objected to the exam requirement on the grounds that it had not been mentioned in the cont act, and thus, that they were not obligated to take any exams. Indeed, they were under no such obligation; exams were required only of those particiapnts who wished to receive the College of the Virgin Islands course credit for the Institute.

Exams consisted of objective, short answer questions based upon the materials covered in lectures and workshops. Each instructor was asked to submit 10 questions for the midterm and 10 for the final. These questions were selected and edited by the Institute staff. Exams were administered by the Institute staff simultaeously in St. Thomas and St. Croix. (See Appendix H)

d) Budget

The budget was adequately pre-planned. Unforeseen circumstances necessitated a minor budget revisior which was accomplished in November 1975. For future programs in the Virgin Islands, the Travel and Per Diem Line item should be increased. If the program experienced any financial constraint at all, it was in this area. Several instructors from the Virgin Islands and the

Caribbean area (British Virgin Islands, Puerto Rico) had originally agreed to participate in the Library Institute. At the last moment, they were unable to fulfill their agreement and so the Institute was obligated to find similarly qualified instructors elsewhere. In several cases, the replacements were recruited from the mainland. Thus, the amount of inter-island and state-side travel ultimately required was much more than originally anticipated. Since no additional funds were available from the U.S. Office of Education, the necessary budget revision was accomplished by transferring funds from an Administrative line item account to the Travel and Per Diem line item account.

According to the U.S. Office of Education guidelines, as set forth in the notification of the grant award, the Institute for Training in Librarianship officially began on July 1, 1975 and ended on June 30, 1976. This is reflected in fiscal policy whereby the Library Institute account, as administered through the College of the Virgin Islands Accounting Office, is closed on June 30, 1976. Strictly speaking, however, the Library Institute activities extend beyond June 30th; in particular, activities associated with the preparation and dissemination of the Final Report and the Fiscal Report. In regard to the Fiscal Report: Owing to the procedure by which the College of the Virgin Islands Accounting Office encumbers funds, there is a lag, sometimes of more than a month, between the time money

is earmarked and spent by the Library Institute, and the time the expenditure is reflected in the budget print-out figures received from the Accounting Office. In this way, it is difficult to know at any time, exactly how much money is left in a particular line item in the Library Institute's account. Although funds cannot be encumbered after June 30, 1976, costs of postage, reproduction, etc., of the final and fiscal reports must be paid. The problem which remains represents the two sides of the same coin: the exact free balance in any one line item is unknown; by the same token, the Library Institute account must not be over-spent. It would be helpful to know how other federally funded Library Training Projects solve similar budgetary and accounting procedural problems.

4. Administrative Staff

Careful planning went into the selection of the Administrative Staff. The Administrative Staff were chosen to make a balanced team which, in combination, would represent a broad spectrum of relevant local agencies. The Director of the Institute was affiliated with the College of the Virgin Islands, the only complete higher education institute in the U.S. Virgin Islands. The Associate Director represented the U.S. Virgin Islands government Department of Education and was liaison with Federal Programs there. The Project Evaluator was a faculty member at the College of the Virgin Islands, St. Thomas Campus. The Administrative Secretary had a strong educational background and was able to function in many capacities. The Instructional Assistant provided liaison with the St. Thomas branch of the Institute, aided by his familiarity with the Island and the community. The Final Report Coordinator was selected for her experience and skill in writing and editorial work.

In December, 1975 Dr. Henry C. Chang accepted an appointment to the position of Director of Libraries, Archives, Museums, and Archeological Services of the U.S. Virgin Islands government. He thereby resigned his position at the College of the Virgin Islands. Although he was thenceforth not continuously present on the St. Croix Campus, he did retain the Directorship of the Institute for Training in Librarianship. The following brief sketches are excerpted from the Administrative staff's vitae:

Dr. Henry C. Chang, Director of the Institute for Training in Librarianship. Dr. Chang is presently Director of the Bureau of Libraries and Museums of the Government of the U.S. Virgin Islands. Dr. Chang's area of expertise in librarianship is Library Administration and Management, and Government Documents and Archives. He received an M.A. in Library Science from the University of Minnesota and an M.A. in Sociology and Demography from the University of Missouri. He received his Ph.D. in Sociology and Library Science from the University of Minnesota. Dr. Chang is the former Chief Librarian and Lecturer in Social Science of the College of the Virgin Islands, St. Croix Campus. He had extensive experience in library administration in California, Minnesota, and the Virgin Islands. He is author of several publications, including work on library goals as responses to structural and milieu requirements; Government Publications; Demography, and numerous bibliographical studies. His most recent publication is a Selected Annotated Bibliography of Caribbean Bibliographies in English.

Mr. James M. Oliver, Associate Director of the Institute for Training in Librarianship. Mr. Oliver is Director of Federal Programs for the U.S. Virgin Islands Department of Education. He received his B.S., M.Ed. degree, and M.S.L.S. from Wayne State University. He was formerly Director of Library Services and Instructional Materials at the U.S. Virgin Islands Department of Education. He was also Librarian and Audio-Visual Coordinator and Principal of Adult Education at Claude O. Markoe School in St. Croix.

Dr. Earl Mortensen, Project Evaluator, Institute for Training in Librarianship. Dr. Mortensen is Assistant Professor of Education at the College of the Virgin Islands and Research Associate for the Caribbean Research Institute in St. Thomas, U.S. Virgin Islands. Dr. Mortensen is former Project Director at the Far West Laboratory for Educational Research and Development in San Francisco. He received his B.A. from Northwestern University, his M.S. from San Francisco State University, and Ph.D. from the University of California at Berkeley.

Mrs. Helen D. Laurence, Administrative Secretary and Project Coordinator, Institute for Training in Librarianship. Presently Children's Librarian at the Florence Williams Public Library in Christiansted, St. Croix, and Research and Development Officer for the Bureau of Libraries and Museums, Mrs. Laurence is the former Director of the Worcester State College Child Center in Massachusetts. She has worked as Education and Staff Development Specialist for the Office for Children of the State of Massachusetts, and as Research Assistant at the Center for Educational Policy Research of the Harvard

University Graduate School of Education. Mrs. Laurence received her B.A. from Radcliffe College, her M.Ed. Degree from Harvard University Graduate School of Education, and is an Ed.D. candidate at the University of Massachusetts Graduate School of Education.

Mr. Stanley S. Jones, Instructional Assistant and St. Thomas Liaison, Institute for Training in Librarianship. Mr. Jones holds the M.S. in accounting from Long Island University and the B.S. in accounting from St. Francis College in Pennsylvania. He is presently staff accountant at Louis Hestress Associates accounting firm in St. Thomas, U.S. Virgin Islands.

Ms. Chanel Otis Steinmann, Coordinator of Final Evaluation Report, Institute for Training in Librarianship. Ms. Steinmann attended Colby College, Maine, and also Western Maryland College, Westminster, Maryland. Ms. Steinmann received her B.A. degree in English from Franklin and Marshall College, Lancaster, Pennsylvania. She received her Instructional I Certificate from the State of Pennsylvania. Ms. Steinmann is a writer of short stories and will be teaching High School English at St. Joseph High School, St.Croix, U.S. Virgin Islands, in the fall of 1976.

5. Institute Instructional Staff

The Institute instructional staff members were recruited from the Virgin Islands, Puerto Rico, the West Indies, and the continental United States mainland. All those selected are experts in their respective fields. Deliberate effort was made to balance the number of overseas lecturers with an equal number of local instructors, in order to ensure relevance to the Virgin Islands experience and to provide Institute participants with a pool of resource people to whom they could refer with professional questions, after the end of the Institute.

The following brief sketches were excerpted from instructors' vitae:

Miss Enid M. Baa, Former Director, Virgin Islands Bureau of Libraries and Museums. As previous Head of Public Libraries, Miss Baa is recognized as an outstanding authority and expert on library problems and library development in the Caribbean and the Virgin Islands. She received her B.S. in English Literature from Columbia University and B.S.L.S. from the Graduate Library School of the Hampton Institute. Miss Baa was a Guest Lecturer in the areas of Records of Knowledge and Organization of Information and lectured on "History of Library Development and Classification in the U.S. Virgin Islands and in the Caribbean."

Mrs. Barbara H. Clark, Principal Librarian of Mobile Services of the Los Angeles Public Library. Mrs. Clark formerly worked as a Branch Librarian, Children's Librarian, and Special Librarian in the California library systems. She has received many professional awards in recognition of her outstanding library work. Her publications include "What's a Librarian?", California Librarian, October 1972; "Watts Reaches Out", American Libraries, 1973; and "A Theme Issue: Does the Black Librarian Make a Difference?", California Librarian, 1973. Mrs. Clark produced a 19 minute 16mm

color film for the Los Angeles Public Library Outreach Program in 1973. She received her B.A. and M.A. from Howard University and the M.S.L.S. from the University of Southern California in Los Angeles. Mrs. Clark lectured in the area of Reference and Information Services.

Professor Frank N. Hogg, Head, Department of Library Studies, University of the West Indies, Kingston, Jamaica. Professor Hogg is also Principal and founder of the College of Librarianship, Aberystwyth, Wales; Director of the U.N. Development Program Project for the Caribbean and Latin America; and Deputy Head of the Manchester School of Librarianship. Professor Hogg is an Editor of Information Processing and Management, and is on the Advisory Board of the Encyclopedia of Library and Information Science. Professor Hogg has consulted internationally in Ireland, Canada, England, Tanzania, Malawi, Ghana, Nigeria, and the U.S.A. Professor Hogg lectured on Management for Librarians.

Dr. Donald Lehnus, Associate Professor, Graduate School of Librarianship, University of Puerto Rico, San Juan, Puerto Rico. Dr. Lehnus is the author of Enchiridion of Form and Procedure for Typewritten Catalog Cards According to the International Standards for Bibliographic Description of Separately Published Monographs (1975), as well as numerous other writings in the field of Librarianship and Information Science. His current research project involves the study of the Dewey Classification System. Dr. Lehnus' field of specialization is technical processing. He lectured to the Institute for Training in Librarianship in the area of Organization of Knowledge.

Mrs. Ellen MacLean, Title II Librarian, Virgin Islands Department of Education, St. Thomas. Mrs. MacLean was formerly a Public Librarian for the Virgin Islands Government, with a specialization in Government Documents, Reference, and Interlibrary Loan. She was also Acquisitions Librarian for the University of Chicago. She received her M.S.L.S. from the Catholic University of America in Washington, D.C. She presented lectures in Reference and Information Services.

Dr. Douglas Moore, Director of Media Services, Learning Resources Center, Virginia Polytechnic Institute and State University. Dr. Moore is former coordinator of the Center for Upgrading Educational Services in Champaign, Illinois; he was lecturer at the Pan-African Institute for Development in Cameroon. Dr. Moore received his M.A. from Indiana University, and his Ph.D. in Educational Media from the University of Illinois.

Mr. Richard Nudd, Production and Operations Manager of W-TJX, Channel 12 Television, St. Thomas. He was formerly producer, director, and production manager for Ohio University (WOUB-TV). He was also involved in the America Samoa TV Project. He has produced and directed several thousand TV programs. Two of his series are in use nationally. He has a background in public and instructional TV since 1958. He received his B.A. and credits towards his M.A. from Ohio University.

Mrs. Oneida Ortiz, Director of Learning Resource Center of the University of Puerto Rico, Bayamon Regional College, which she founded. She was formerly Director of Reader's Services and Periodicals Collection and also Assistant Head Librarian at the Mayaguez Campus of the University of Puerto Rico. Mrs. Ortiz is the former Dean of Students of the Puerto Rico Junior College. She received her M.S.L.S. at Drexel University. Her lectures were in the area of Records of Knowledge.

Dr. Robert DiPietro, Professor, School of Languages and Linguistics, Georgetown University, Washington, D.C. He received his M.S. from Harvard University and his Ph.D. from Cornell University. He was a Fulbright Senior Lecturer at the University of Madrid. He is a worldwide lecturer and writer of numerous articles and books. His lectures, in the area of Records of Knowledge, were based on the history of reading and language development with emphasis on multilingualism in the U.S. Virgin Islands.

Mrs. Cora Ramos, School Librarian, Lew Muckle School, St. Croix. Mrs. Ramos was employed for 16 years by the New York City Board of Education as teacher, librarian, assistant principal, and coordinator for Project Follow-Through. She was also head of Technical Services for the Universidad Central de Bayamon, Puerto Rico. She received her B.A. from Texas Southern University of Houston, Texas, her M.L.S. from Queens College, New York, and her M.S. in Media Instruction at the University of Bridgeport, Conn. Her lectures were on Organization of Information.

Mr. Timothy Spannaus, Audio-Visual Specialist, Claude O. Markoe School, St. Croix. Mr. Spannaus was previously the Instructor and Instructional Systems Designer for the U.S.A.F. Technical School, Chanute AFB. He received his M.S. in Radio-Television from the University of Illinois and did post-graduate work at Wayne State University. His lectures were in the area of Educational Media.

6. Introduction to Biographical Information Roster

When the Institute for Training in Librarianship grant was awarded to the College of the Virgin Islands, news of the Institute was quickly disseminated. Publicity releases were sent to all the local news media: newspaper, radio, and television. News releases were also sent to professional journals throughout the Continental U.S. mainland and the Caribbean. Announcement of the Institute was made by the Director, Dr. Henry C. Chang, at the ACURIL(Association of Caribbean University and Research Libraries) Conference in Curacao in 1975 and also at the American Library Association Conference in San Francisco and subsequently at the Chicago American Library Association Mid-Winter Conference in January, 1976. Brochures were printed and sent to all the local schools and libraries of the Virgin Islands, and throughout the U.S. mainland and the Caribbean. The brochure provided information about the Institute and included an application. (See Appendix D) The Institute received an avalanche of responses from interested librarians in South America, U.S. mainland, the West Indies and the U.S. Virgin Islands.

Only thirty participants could be accepted. The Institute could not absorb the cost of transportation, room and board for applicants not living in the U.S. Virgin Islands. The Selection Committee was composed of Advisory Board Members who were assigned the difficult task of selecting future participants. Since the response was so great, the Advisory Board Members decided

to allow ten auditors to take part in the Institute. Five auditors did not complete the Institute program. Of the original forty participants, thirty-five successfully completed the program and received a certificate at graduation. The following biographical information roster provides a brief, selective insight into the participants' education and experience. It is by no means complete, but serves an an aid to an understanding of the Institute and its participants.

7. Biographical Information Roster

St. Thomas and St. John Participants

OLIVIA AUBAIN

Address: Contant 3 CD, St. Thomas

Education: St. Peter and Paul Catholic High School, St. Thomas 1969

Experience: Assistant Librarian I, Enid M. Baa Public Library (7 Years)

Number of Dependents: 1

FELIPE AYALA

Address: PO Box 2174, St. Thomas

Education: University of Puerto Rico 1957

College of the Virgin Islands Elem. Ed. 1970

Experience: Audio-Visual Specialist

Department of Education (15 Years)

Number of Dependents: 2

GAYLE BEAUVAIS

Address: 32 Raadets Gade, St. Thomas

Education: Wayne State University B.S. 1969

Experience: Audio-Visual Specialist

Department of Education (6 Years)

Number of Dependents: 1

UTAH BENJAMIN

Address: PO Box 4034, St. Thomas

Education: College of the Virgin Islands 1973-76

Experience: Library Aide (Substitute Teacher assigned to Library)

Department of Education (3 Years)

Number of Dependents: 2

MIDORI BUCHANAN

Address: PO Box 226, St. John

Education: University of California B.A. 1959

Experience: Teacher

Guy Benjamin School (4 Years)

Number of Dependents: 5

ELIZABETH CHERIAN

Address: 4-A Estate Bolongo Bay, St. Thomas

Education: Florida State University B.A. Physics 1950

Experience: Audio-Visual Specialist

E. Kean High School, Department of Education (3 Years)

Number of Dependents: 1

GRANVILLE CHRISTOPHER

Address: No. 4 Hull Bay, St. Thomas

Education: USAFI 1964

University of Panama 1965

College of the Virgin Islands 1974

Experience: Assistant Librarian

Enid M. Baa Public Library (3 Years)

Number of Dependents: 5

HOPE HUNTER

Address: 15-15 Frenchman's Cove, St. Thomas

Education: Johnson State College B.S. 1972

Experience: Librarian

Department of Education (4 Years)

Number of Dependents: 1

SANDY HUTCHINS

Address: PO Box 3769, St. Thomas

Education: Wesleyan College BFA 1963

Experience: Acting Librarian

All Saints Cathedral School (2 Years)

Number of Dependents: 1

JUNE LINDQUIST

Address: PO Box 357, St. Thomas

Education: New York University 1950-52

Hampton Institute 1953-55

Polytechnic Institute 1953-55

Catholic University 1962-63

Experience: Records Management Officer

Enid M. Baa Public Library (24 Years)

Number of Dependents: 1

SUSANNE MARTIN

Address: Estate St. Peter, St. Thomas

Education: Kutztown State, Pa. B.S. 1972

Experience: Librarian

Department of Education (2 Years)

Number of Dependents: 1

JEANNE MAYO

Address: 22 Crystal Gade, St. Thomas

Education: Boston School, Boston, Mass. 1948

Experience: Research Assistant

Department of Education (Project Introspection) (2 Years)

Number of Dependents: 1

CYNTHIA OLSON

Address: #1 Lille Taarne Gade, St. Thomas

Education: University of Minnesota B.S. 1974

Experience: Librarian

Lutheran Parish School (2 Years)

Number of Dependents: 1

THELMA WALTERS

Address: PO Box 5138, St. Thomas

Education: Wayne State University B.A. 1973

Experience: Elementary School Librarian (Assistant)

Department of Education (2 Years)

Number of Dependents: 2

SANDRA WARREN

Address: PO Box 2841, St. Thomas

Education: Tennessee Temple College

Tennessee Temple Bible School Th.G. 1963

Experience: Librarian

Bluewater Bible College and Institute (11 Years)

Number of Dependents: 1

Auditors

MICHAEL MIRONOV

Address: PO Box 3156, St. Thomas

Education: Patterson State College B.A. 1969

Experience: Social Studies Department, Chairman

All Saints Cathedral School (2 Years)

Number of Dependents: 1

CHARLENE SMITH

Address: 5D Nordsidevej, St. Thomas

Education: University of Michigan B.A. 1968

Experience: Sixth Grade Teacher

Nisky Elementary School, Department of Education (4 Years)

Number of Dependents: 1

DOREEN EDWARDS

Address: PO Box 310, St. Thomas

Education: Roman Catholic High School, Trinidad 1952

Experience: Secretary - Documentalist

Caribbean Research Institute (1 Year)

Number of Dependents: 2

St. Croix Participants

ADA BOUGH ANDERSON

Address: PO Box 1077, Christiansted, St. Croix

Education: Howard University B.A. 1942

Drexel University 1971

Experience: Department of Education

Coordinator, SAFA Project

Number of Dependents: 1

CORRINE BRODHURST

Address: PO Box 6554, Christiansted, St. Croix

Education: Thiel College B.A. 1964

Experience: Teacher

St. Croix Country Day School (9 Years)

Number of Dependents: 2

LINDA D. FABIO CAMACHO

Address: 10 Tide Village, Christiansted, St. Croix

Education: College of the Virgin Islands 1974

Experience: Assistant Librarian I

Florence Williams Public Library

Number of Dependents: 1

LAURENCE EDDINGTON

Address: Coakley Bay #E-2, Christiansted, St. Croix

Education: University of Maryland 1953-55

Experience: Librarian II

Florence Williams Public Library

Number of Dependents: 2

JULIO ESPINOSA

Address: PO Box 2535, Christiansted, St. Croix

Education: University of Puerto Rico B.A. 1964

Experience: Elementary School Librarian

Juanita Gardine Elementary School, Department of Education (11 Years)

Number of Dependents: 4

MERLENE GIBBS

Address: PO Box 842, Christiansted, St. Croix

Education: Inter-American University, Puerto Rico

Pace College, New York City B.S. 1956

Experience: Librarian

Juanita Gardine Elementary School, Department of Education (3 Years)

Number of Dependents: 2

SHARON GRAHAM

Address: PO Box 278, Questa Verde N54, Christiansted, St. Croix

Education: Ohio Dominican College B.A. 1974

Experience: Teacher

Lew Muckle School, Department of Education (2 Years)

Number of Dependents: 1

ETHYL HARRIS

Address: PO Box 698, Kingshill, St. Croix

Education: College of the Virgin Islands B.A. 1972

Experience: Teacher-Pre-school and kindergarten

Wilson-La Valle School, Department of Education (9 Years)

Number of Dependents: 1

LAUREL HECKER

Address: PO Box 3422, Christiansted, St. Croix

Education: College of the Virgin Islands 1973-74

Experience: Librarian Aide

Florence Williams Public Library (2 Years)

Number of Dependents: 1

JULIE HORINE

Address: PO Box 80, Kingshill, St. Croix

Education: Portland State University B.A. English 1972

Experience: Audio-Visual Specialist

St. Croix Central High School, Department of Education (1 Year)

Number of Dependents: 1

ASTRID JOHNSON

Address: PO Box 211, Kingshill, St. Croix

Education: Alfred University

SUNY, Genesee, Fredonia

College of the Virgin Islands

Experience: Librarian

St. Dunstan's Episcopal School (3 Years)

Number of Dependents: 2

ATHALIE PETERSEN

Address: PO Box 493, Frederiksted, St. Croix

Education: Christiansted High School 1939

Experience: Librarian

Frederiksted Public Library (33 Years)

Number of Dependents: 2

ANNA RAINEY

Address: 2 Mahogany, Est. Welcome, Christiansted, St. Croix

Education: DePauw University

Indiana University B.A. 1973

Experience: Elementary School Librarian

Alfredo Andrews School, Department of Education (3 Years)

Number of Dependents: 1

VIRGINIA ROGERS

Address: 66 Mahogany, Est. Welcome, Christiansted, St. Croix

Education: Southwest Mo.State U. B.S. in Ed. 1972

Experience: Elementary Librarian

Pearl B. Larsen Elementary School, Department of Education (2 Years)

Number of Dependents: 1

SYLVIA TROUT

Address: PO Box 1136, Christiansted, St.Croix

Education: Kutztown State, Pa. B.S. 1953

Experience: Librarian

St. Croix Country Day School (8 Years)

Number of Dependents: 2

Auditors

ASHA BANSAL

Address: PO Box 6710, Christiansted, St. Croix

Education: College of the Virgin Islands

Experience: Librarian- Aspirant

Number of Dependents: 3

BERNADETTE RICHARDS

Address: #205 Richmond, Christiansted, St. Croix

Education: St. Croix Central High School 1972

Experience: Library Aide- VISTA

Elena L. Christian Jr. High School, Department of Education (4 months)

Number of Dependents: 2

PRISCILLA WATKINS

Address: Star Rte. Diamond Ruby, Christiansted, St. Croix

Education: Mt. Ida Jr. College, Mass. AA 1961

Experience: Office Manager, Reliable Services

Number of Dependents: 3

III. EVALUATION

A. Quantitative Evaluation

1. Interim Evaluation

It was decided prior to the beginning of the Institute that the evaluation would gather information information relating to how well the needs of the participants were being met, the quality of instruction, the amount of learning taking place over the 10 week period, and the attitudes of the participants toward the Institute. In order to determine how well the needs of participants were met, the participants were asked at the first meeting to state in writing what they expected to gain from attending the Institute. These expectations were then placed in categories and at the final session, participants were asked to rate how well the program met the expressed needs. The quality of instruction was judged by participant ratings of instructors, observations of sessions, and interviews of participants. The amount of learning was measured by the difference between the mean of the pretest scores and mean of the posttest scores. Attitudes were measured through interviews and written comments at the last session.

By the middle of the Institute program, the pretest had been administered, expectations collected, comments on the instructors gathered, sessions had been observed, and participants had been interviewed. At the end of the Institute program the posttest and overall ratings were completed and evaluated.

2. Results of Pretests and Posttests

A pretest and a posttest were administered by Dr. Earl Mortensen, Project Evaluator of the Institute for Training in Librarianship. (See Appendix H)

A twenty item test, which was representative of the domain of library skills dealt with during the Institute, was given before the first session and again at the end of the final session. This was done to ascertain whether there had been any significant mean gain in cognitive learning. Table X shows the distribution of scores for both pretests and posttests for all participants taking both tests. Some participants were unable to take the posttest and several posttests could not be identified as to participants and were therefore not used.

Most participants scored considerably higher on the posttest than on the pretest and when t - tests were done on the difference in mean scores of the pretest and the posttests for all participants, gains were found to be significant at the .001 level of significance. Since the tests were given approximately two months apart it was assumed that the pretest would not affect the results of the posttest. Table Y shows a summary of the statistics for the group from St. Thomas and the group from St. Croix.

TABLE X

Scores and Statistics on the Pretests and Posttests (20 was maximum score)

	ST. THOMAS (N=11)			ST. CROIX (N=12)		
	pretest	posttest	difference	pretest	posttest	difference
1.	15	17	2	14	14	0
2.	14	18	4	13	15	2
3.	14	18	4	12	13	1
4.	13	17	4	12	9	-3
5.	13	14	1	11	14	3
6.	12	16	4	10	14	4
7.	11	18	7	10	13	3
8.	11	14	3	10	13	3
9.	10	13	3	10	13	3
10.	10	15	5	9	13	4
11.	7	14	7	9	13	4
12.				8	12	4
TOTAL	130	174		128	156	
M	11.82	15.82		10.55	13	
s^2	4.88	3.24	(s^2D) 3.09	2.98	2	(s^2D) 4.06
s	2.21	1.8	($s_{\bar{D}}$) .56	1.72	1.41	($s_{\bar{D}}$) .58
	$t = \frac{\bar{X}1 - \bar{X}2}{s_{\bar{D}}} = \frac{15.82 - 11.82}{.56} = 7.19$ for $t = 4.144$ at .001 level (10df)			$t = \frac{\bar{X}1 - \bar{X}2}{s_{\bar{D}}} = \frac{13 - 10.55}{.58} = 4.21$ (for 11df) $t = 4.025$ at .001 level		

TABLE Y

Summary of Statistics for St. Thomas and St. Croix Combined

(N=2 , Pretest Posttest

M	11.22	14.35
s^2	4.17	4.47
s	2.04	2.14

$s^2D = 4.29$

$s_{\bar{D}} = .43$

$$t = \frac{\bar{X}1 - \bar{X}2}{s_{\bar{D}}} = \frac{14.35 - 11.22}{.43} = 7.25$$

$t = 3.51$ at .001 level (for 22df)

3. Interviews with Participants

Dr. Earl Mortensen, the program evaluator of the Institute for Training in Librarianship, conducted goal-free evaluation interviews with the Institute participants. Dr. Mortensen attended Institute classes for several evenings in St. Thomas and St. Croix. He randomly sampled the participants on both islands, asking whether the Institute was a worthwhile experience; what could be improved; and what was satisfactory. In the context of the participants' discussion of the Institute's strengths and weaknesses, the evaluator did not discover any unanticipated effects. This free-response interview allowed the 20 participants polled to discuss how they felt about the Institute and also to suggest ways in which the Institute could be improved. These are some sample responses:

1. Well organized, professionally done.
2. Would have liked more time in order to go into greater depth.
3. Would have liked more student participation.
4. Possibly fewer speakers and more time with each.
5. Information and materials covered could have been more specific.
6. Useful in developing professional skills.

B. Evaluation by Participants

1. Introduction

The Evaluation narrative which follows represents a sampling of all the responses to all the evaluation instruments which were presented to the Institute participants, synthesized into a coherent whole. The evaluation instruments which were used can be found in Appendix J.

The participants of the Institute for Training in Librarianship evaluated each instructor, as well as the Library Institute as a whole. The participants were seen as the most important evaluators, because they experienced the Institute's strengths and weaknesses for ten weeks. This summary is based upon the participants' final evaluation of the Library Institute. The final evaluation instrument consisted of 12 items. The 12 items were analyzed and synthesized into 8 evaluation components.

2. Orientation

Orientation consisted of a formal openining ceremony held in St. Thomas. Guest Speakers were invited to the program. Participants from St. Croix flew over to St. Thomas to attend the ceremony. Flyers and information about the Institute were available and given. The participants had a general knowledge of what the Institute was going to accomplish. Some participants thought that the ceremony was a nice introduction to the program: others felt that it was inadequate.

Participants expressed the feeling that instead of having a formal opening ceremony, the purposes of orientation might have been better served, had there been an informal orientation meeting for all the participants. At this meeting, all Institute staff members could be introduced to the participants, and their educational background and areas of special interest be explored. Each participant could share information with the group, such as previous library and other experience, and what they might hope to accomplish in the Institute. These introductions could contribute to a sense of <u>espirit de corps</u> within the group, especially since the participants were divided among three islands. The behavioral objectives of the Institute could be clearly stated. The participants could be free to ask questions. This group interaction might be more beneficial than a formal opening ceremony where questions may go unanswered, and group interaction is minimal.

3. Physical Facilities, Materials, Supplies

The College of the Virgin Islands in St. Thomas is situated on a picturesque hill with a view of rolling hills and the blue-green Caribbean. Unfortunately, St. Thomas participants seemed to have had more problems with their physical facilities than the St. Croix participants. The College Administration assigned the Library Institute to one room, but due to unforseen circumstances, the participants were moved to different rooms. Moving from room to room annoyed many participants. These room changes were due to a lack of communication with the College Administration. In the future, minor problems like these can be solved if communication between Library Institute and College Administration is strengthened. The St. Croix participants had the advantage of excellent facilities. The new College Learning Center on the St. Croix Campus had just been completed at the start of the Institute. The architectural wonder of the building, the flowing streams, budding gardens, and spacious classrooms led one participant to comment, "The facilities were ideal and the atmosphere conducive to study."

Numerous handouts and supplementary materials accompanied the lectures. The participants found their handouts very useful and valuable. Textbooks were ordered in November for use in the Institute starting February. Some textbooks arrived late which is a common and unavoidable problem with postal service in the Virgin Islands.

However, to compensate for these problems most instructors supplied handouts. Although some textbooks arrived late participants discovered a wealth of information in the Reserve section at the college libraries. They expressed the hope that the material would remain in the library for further use; it will.

How does one tackle the problem of receiving books and materials too late? This is a common problem in the Virgin Islands; perhaps more pre-planning should have been done to compensate for the shipment problems we so often encounter. Books should be ordered well in advance if possible. Handouts should be given to supplement all lectures. Lack of books and handouts can have a disrupting influence on a lecture or workshop. The participants' search for more materials, handouts, and A-V equipment is an indication of their intense desire to expand and enrich library service in the Virgin Islands.

4. Field Trips

The purpose of the field trips was to expose the participants to a variety of library operations in the Virgin Islands and Puerto Rico. By visiting other library systems the participants, it was hoped, would gain the insight to initiate changes in their own libraries, in order to serve the public more effectively. Most participants found these field trips well-organized, informative and interesting.

Most participants felt that the trip to Puerto Rico was extremely beneficial, although some found the full schedule and the numerous site visits quite strenous. The participants felt that they benefited most from visiting the Learning Resources Center at Bayamon Regional College. The media personnel there explained the A-V equipment and procedures in detail. One participant thought it would have been extremely beneficial if they had spent half the day at the Learning Resources Center learning to operate the various types of A-V equipment, which are not present at the Virgin Islands Libraries presently, but which will be in the near future. The participants felt it would have been valuable to have had the opportunity to learn to operate the A-V equipment

so that they could incorporate them into their own program and plan for them in future budgets.

Since there was so much to see and do in Puerto Rico, it was difficult to accomplish all in one day without experiencing fatigue. In the future, the off-island trips might be extended. Despite the problem of fatigue, most participants found that the field trips provided a worthwhile and inspiring view of other library systems.

5. Workshops

Workshops were included in the Institute for Training in Librarianship curriculum in order to provide an opportunity to apply theory via practical experience. Each Saturday, the schedule called for a 3 hour workshop. With the exception of four occasions, the Saturday programs were generally extensions of regular classes. Instead of emphasizing practical experience, instructors delivered lectures. In the future, we should correct for this omission of workshop experience by asking the Guest Lecturers to submit a detailed outline of their workshop, and by clearly stating this requirement in the contractual agreements. With few exceptions, all participants cited the 4 bona-fide workshop experiences as highlights of the Library Institute.

6. Communication with Staff and Director during Institute

Most participants felt that their needs were well-anticipated by the Institute's staff members. The participants were kept informed and briated at all times. The participants were in constant communication with the Director and were invited to call or come at any time. The teaching staff was approachable and easy to communicate with. The Institute's staff members were always available for questions and well prepared with information. Institute staff members attended all evening and Saturday afternoon sessions. The Director and Associate Director of the Institute alternated in supervising the program and activities each week on the St. Thomas Campus.

In sum, communication between the Director, staff members, instructors, and participants was excellent.

7. Quality and Type of Instruction

Most participants concur that the quality of the instruction, with few exceptions, was exceptionally good. Most of the instructors were specialists in their fields and executed their lectures in a professional manner. The instructors were knowledgeable and highly organized. There was a relaxed flow of dialogue between the instructors and students.

Two Guest Lecturers read prepared material verbatim which the participants felt was mis-use of time. In the future, the Institute must be wary of hiring Guest Lecturers who use this approach, despite their excellence in their respective fields.

Again, most participants reemphasized the fact that more practical workshops would reinforce the lectures. One participant commented,

> " Workshops in which the instructor taught the first workshop and we were given activities to do in class were more rewarding because we could see exactly what the instructor was trying to get across."

Despite the problem with workshops, the participants felt that through the lectures they were exposed to new ideas and techniques. Most participants would agree the "The quality of instruction was excellent, on the whole, and caliber of the instructors, in most instances, superb." The variety and excellence of the instructors was one of the Institute's greatest strengths.

8. Major Problems

a) Diversified Background and Expectations of Participants

One of the major problems that the participants encountered was the difficulty in assimilating all the different lectures and topics into one harmonious whole. Perhaps a general outline and essay showing the interrelationship between all the areas could be handed out towards the end of a future Institute. This problem reflects the more comprehensive issue of the wide range of the participants' knowledge and experience. As a result of this diversity in the range of knowledge in the class, the instructors had to structure their approaches in ways which may have been too fast or too slow for some participants. It was virtually impossible for the Institute to select a homogenous group of working librarians, since experience and educational

levels are so varied. A possible solution might be to require an entrance examination of all future institute participants, which would enable the institute selection committee to choose participants with roughly equivalent abilities and expectations.

b) Time constraints

Some participants felt that time was a problem. Some full-time working participants didn't have enough time to spend in preparation for classes. They felt that too much work was covered in too short a time. A year of work and study was condensed into ten weeks. Some participants suggested that the Institute be longer than ten weeks, or that there be greater concentration on fewer subject areas. Some participants who are school librarians would like to see a similar institute program offered during the summer. This would enable them to become more involved in the courses and to investigate areas of interest. This would apply to public librarians only if they could be granted an educational leave.

c). Isolation and Geographical Separation

One problem which is inherent in the geographical location of the Virgin Islands is that all professionals here are removed from the latest developments in their respective fields.

Information resources, which may be considered indispensable by any professor of librarianship in the States, are simply unavailable here. Another inherent problem is the geographical separation of the three islands; this means that many resources are duplicated, but also that many resources exist on one island and are unavailable on another. Until such time as a Virgin Islands Library Network and Union Catalog are established, the situation which obtains at present - whereby librarians and teachers are usually unaware of what resources exist where -- will continue.

d) Administrative Separation

The administrative headquarters of the College of the Virgin Islands, as well as for the U.S. Virgin Islands government, are located on St. Thomas. The administrative headquarters of the Institute for Training in Librarianship were located on St. Croix. This created some problems in communication, time lag and delays in processing important documents. For the future, we might consider changing the location of the administrative headquarters of the Library Institute to St. Thomas.

e) Other Comments

For the future, some participants would like groups arranged according to individual interests. For example, A-V

specialists would take courses in media and regular librarians would take courses in library science. This splintering of groups into specialized areas would defeat one purpose of the Institute which was to familiarize the participants with many areas of library science. Some participants felt that there should have been more emphasis on the immediated needs of small libraries in the areas of classification, reference, A-V machine operation, etc. Another suggestion was that future Institutes should put greater emphasis on library public relations within the Library Management course module.

9. Major Strengths

a) Instructional staff

The participants considered one of the major strengths of the Institute to be the selection of instructional staff. The instructors were clear in their presentation and well versed in their fields. Their handouts were excellent supplements to the lectures and could be studied and used in the future. The classes

were small. The lectures were highly organized and interesting. One participant commented,

> "The informal, adult manner in which the sessions were conducted produced an atmosphere conducive to painless learning."

b) Communication between institute staff and participants

The open communication between staff members and the participants was a sound foundation for the exchange of knowledge and experience. The participants enjoyed having professionals in the library field share their experiences with the class. The instructors gave the participants the needed incentive to develop attitudes of willingness to serve the public. The participants learned to veiw the libraries as total information centers, where communication is not based solely on print but also on non-print materials. One participant states,

> " The institute has been the first real action to improve quality on thes islands. If given more opportunities like this, untrained professionals could become a thing of the past."

c) Other comments

Another strength of the Institute, besides its excellent instructors, were the two workshops on media, the ones on cataloging and management, also the several field trips. The field trips to the various libraries exposed the participants to the realities of different library systems. Participants cited other highlights of the Institute experience as follows: the broad scope of the Institute, learning where to go for more information on a subject, and meeting new people.

Some participants felt greatly inspired and motivated to generate changes within their library systems. They were exposed to many different areas of library science. One participant found the study of language so fascinating that she has decided to enroll in a linguistics course. The innovative techniques and approaches presented by the various professors was inspirational. The Institute helped some participants decide what area they would like to concentrate on for a masters program. Most participants found the Institute's program beneficial to the job and also to the self.

More participants would have liked more time spent on media, as most participants have had minimal exposure to this area. Some participants felt that there should have been less emphasis on management as most of them are not in administrative positions. Even though all presentations may not have been immediately applicable, the participants felt that they were important to have for future reference. Since the Virgin Islands

are isolated from the mainstream of developments in library systems in the states, it was exciting to be exposed to the new kinds of services and changes in the library field. But most importantly, the participants were stimulated to search for more knowledge in the various areas of library service. This is a basis for change in library systems.

The Institute opened a whole new realm of attitudes and ideas in library service for the participants. There was a new realization of the vast job in store for librarians in the Virgin Islands, for public library system as well as for the school library system. The participant felt a sense of urgency to update and expand their library systems, as most library systems in the Virgin Islands are far from being model systems. One participant was especially challenged to strengthen the card catalog and reference areas. Most of the participants appreciated being brought up to date on information in new areas and services in the library field. One participants was so stimulated by the Institute that he decided to work on an advanced degree in Library Science. Some participants applied their new knowledge immediately by beginning to make A-V materials such as slide sets and transparencies. The participants seemed inspired to learn more on their own.

Most participants, for the first time, were introduced to the realm of non-print materials, or media. The working experience of many participants has been strictly limited to print materials. They realized the potential of television as a teaching medium, with application in schools as well as in the libraries.

Most participants experienced a significant turning point in their attitudes and awareness in library service. One participant comments,

> "It made me aware of how vital library service is not only for our own indvidual society, but also for a world-wide communication network - that is, if librarians the world over could establish such a system."

10. Summary

What will the participants do differently as a result of their experience within the institute? They will advertise their library programs in order to attract the public's attention and interest, and so the community will learn that librarians do not sit around and "play" with books. They will actively seek to stir interest among students and faculty in schools and among all patrons in public libraries. By encouraging their fellow staff to change attitudes about the function of the library they will likewise encourage the public attitudes to also change towards the library.

The participants will also seek to organize their daily work more efficiently. For example, they will correctly type catalog cards. One participant decided to standardize catalog card to ISBN. More attention will be paid to professional journals and articles. Innovative techniques for displays and posters will be used so that visiting the library will be more of a pleasure than a chore for the public, especially children. Available research tools will be more effectively used to help patrons find information. Professional attitudes towards librarianship were strengthened. One participant found the courage to concentrate on non-print materials as a library source, despite peer and/or administrative pressure to concentrate exclusively on print materials.

"I have already begun some local media production and intend to follow up with a course in photography. As a result of the emphasis in media organization and classification by one professional librarian who lectured, I realized that it is up to the A-V specialist to do an adequate job regardless of peer pressure to concentrate mainly on book collection. Our (non-book) collection has been neglected for years but I have begun to work on it."

Most of the participants returned to their jobs brimming with new ideas, new techniques, and new attitudes. The Institute apparently did function as a change agent for library personnel and library systems within the Virgin Islands.

C. Evaluation by Instructors

This evaluation is based upon letters of evaluation which were solicited from the Institute Instructors. (See Appendix I)

The instructors were uniformly positive in their assessment of the Institute. One instructor thought that the Institute was sensible and practical approach towards upgrading librarianship skills, in that the breadth and depth of the subject areas offered the students a unique opportunity to acquire knowledge that might otherwise have taken years of graduate or undergraduate work.

One instructor questioned the claim that the Institute prepared Librarians. He felt instead that it prepared para-professionals and encouraged participants to become professional librarians in the future.

One instructor felt that the Institute served three valuable functions. First, the in-service training was invaluable to island personnel whose potential might otherwise have remained untapped. Secondly, the Institute provided stimulus to teachers and school librarians to renew and expand their skills in their various fields. Thirdly, the utilization of off-island and mainland visiting lecturers allowed exposure to new ideas and the introduction to current practices and concepts in each of several fields.

The instructors felt that the participants were receptive and enthusiastic about the Institute. Judging from the participants' response to the Institute most instructors deemed the Institute to be a rewarding experience. The success of and need for a similar Institute in the future is succinctly expressed by Robert DiPietro, Professor of Linguistics:

> "The U.S. Virgin Islands present an especially challenging setting to the work of librarians. The Institute for Training in Librarianship has made a good beginning at answering the challenge."

IV. CONCLUSION

The Institute participants in St. Thomas and St. Croix elected representatives to speak for them at the Graduation Ceremony. It was their hope and intention that their representatives would distill the essence of their ten week Institute experience while articu'ating the group consensus in some valedictory remarks.

Mrs. Ada Andersen, the participant selected by the St. Croix Institute class, succeeded admirably in fulfilling this responsibility. Her speech was a fitting and inspiring conclusion to the Graduation Ceremony and the Institute for Training in Librarianship Program. Mrs. Andersen spoke for her fellow graduates as well as for the Library Institute staff when she enumerated some of the explicit benefits associated with participation in the Institu

> - "Inspiration and enthusiasm: from the dedicated leaders in the field who are constantly seeking ways to expand the horizons of library service;"
>
> - "Vision: a gift, a glimpse of what library service is all about and all that it can be and how each of us might fit into the picture;"
>
> - "Concepts: the basic credo, of which were previously unaware, was hammered home to us; that our business is people-oriented and that books are only a part of our stock in trade;"

-"Context: Recall if you will some of the outstanding accomplishments of the Educators from whom we have had the privilege of learning."

"Can a value be placed on the access we now have to these leaders in their respective specialities? Our classes were small enough to afford each one of us the opportunity to talk personally with each one of them. We now know how to contact them if we should need to seek their guidance, or avail ourselves of their experience in any way. As for local contacts, we have learned from instructors who live and work here and who have the same goals as we have. Among members of our class, it would certainly be easier from now on to exchange ideas and to compare notes as a result of the good-will and the friendships which have developed."

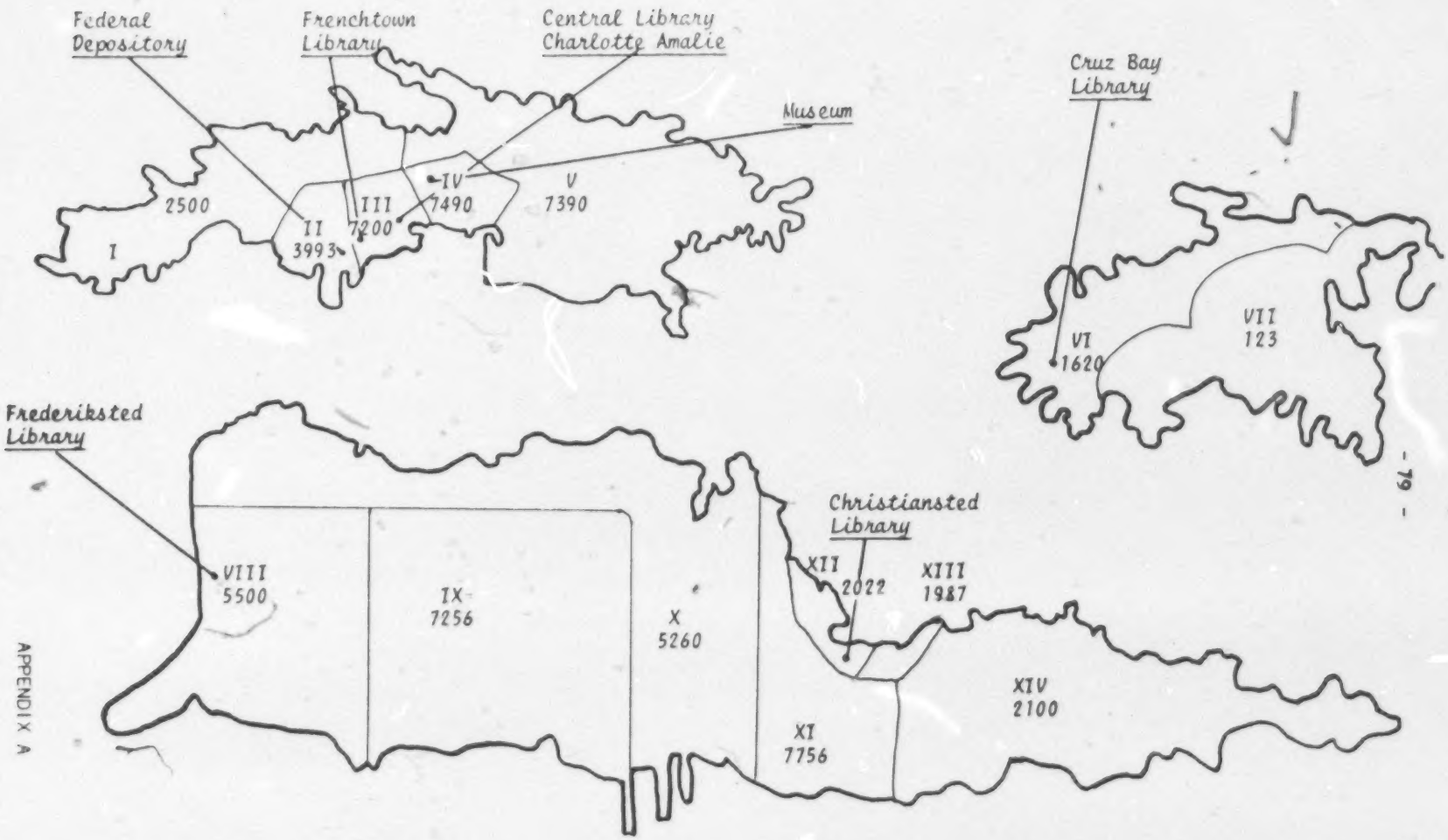
Speaking to the future, Mrs. Andersen expressed the hope that this Institute for Training in Librarianship would be the first in a succession of like endeavors:

"Will this Institute be the beginning and the end of library training in the Virgin Islands? We hope not. As far as I can ascertain, this is the first time a program such as this has been offered here, obviating the expense and inconvenience of travelling to the mainland and elsewhere. Would it be possible to have more along the same lines? Perhaps once a year? An in-depth study of a different aspect of librarianship for the professionals? Or work-study programs for the aspiring librarians? If we have learned anything, we have learned that the key to library service rests upon the knowledge of the community and its needs. How many times in the past have we had to tell, 'No,' to the community? A continuing, even intermittent program of library training in the Virgin Islands, would facilitate the training of local recruits who know and understand their community."

Institute participants, instructors, staff, and those who had various other contacts with the Institute for Training in Librarianship, all concurred in this hope that the Institute was a first step which will be followed by many other similar learning enrichment experiences. As a second step, Dr. Henry C. Chang, in his capacity as Director of the U.S. Virgin Islands Bureau of Libraries and Museums, is planning for a Virgin Islands Library and Information Science Mini-Conference to take place during 1977. This conference will serve to focus and accentuate the newly-developed sense of professionalism among those Institute graduates who will attend.

The Institute for Training in Librarianship clearly accomplished its goal of upgrading the skills of 35 working librarians and media specialists in the U.S. Virgin Islands. In addition, the Institute experience tapped a vast store of energy and enthusiasm in the process of providing participants with an opportunity to discover new resources and innovative methods and materials in the fields of library science and educational media.

Map #1: Geographic Location of the U.S. Virgin Islands



Map #2: Geographic Location of Existing Virgin Islands Public Libraries by Planning Community and Population.

(Figures based on 1970 Census)

APPENDIX A

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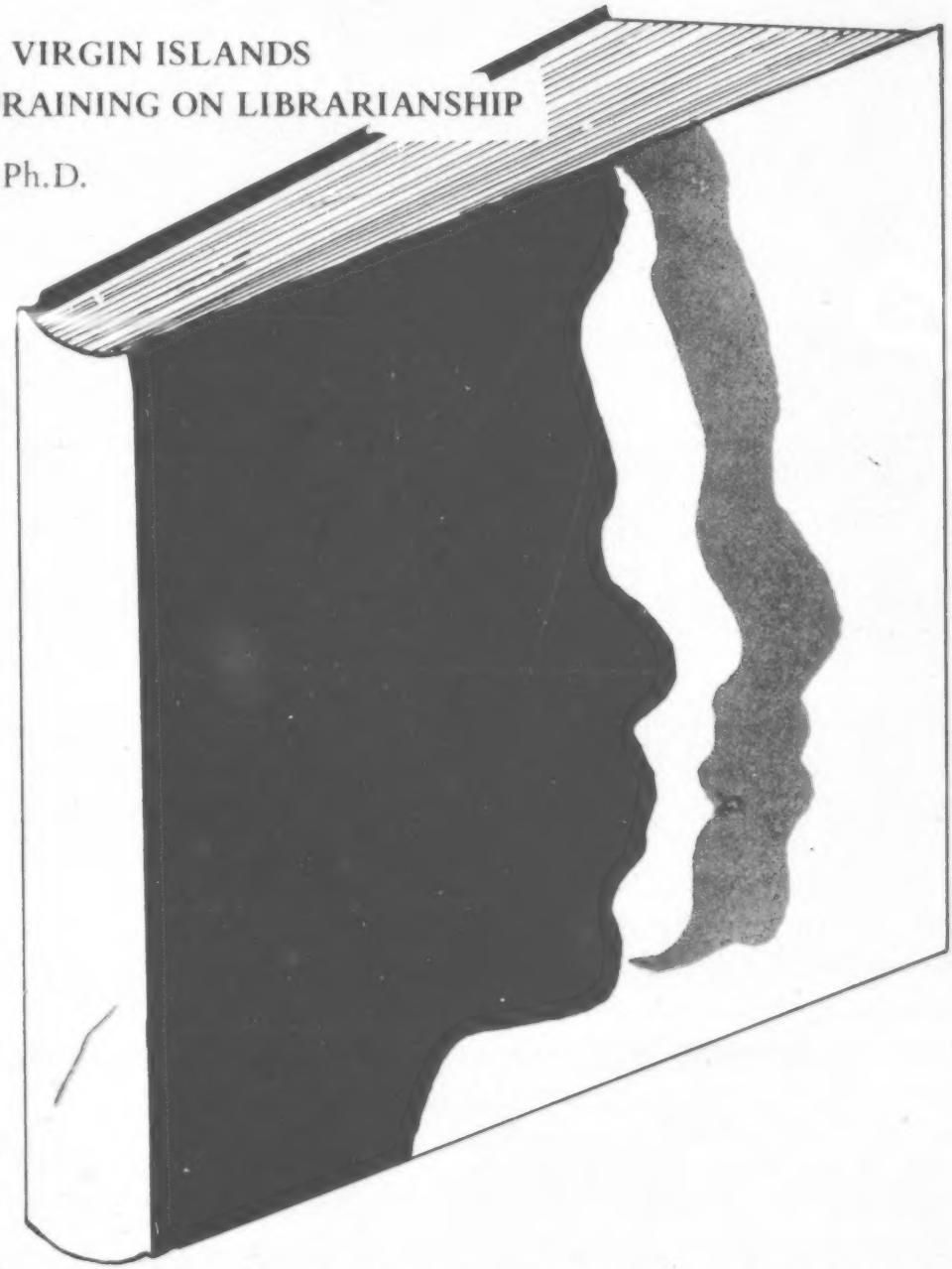
COLLEGE OF THE VIRGIN ISLANDS
INSTITUTE FOR TRAINING ON LIBRARIANSHIP

HENRY C. CHANG Ph.D.
DIRECTOR



NARRATIVE EVALUATION REPORT ON THE

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

February 1 - April 10, 1976

APPENDIX B

Sponsored by a U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act (P.L.89–329, as amended).

APPENDIX B

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

The Institute for Training in Librarianship is a federally funded library staff development program designed to improve the skills of full time working librarians and media specialists throughout the Virgin Islands. This in service training program will offer educational enrichment experiences consisting of field trips, evening lecture sessions, and weekend workshops with local, West Indian, and stateside experts in several fields of specialization.

WHO? *IF YOU HAVE:*

- A full time job as a public or school librarian and/or media specialist
- A bachelor's degree or equivalent library work experience. . .

WHAT? *THEN YOU ARE ELIGIBLE TO PARTICIPATE IN:*

The Institute for Training in Librarianship at the College of the Virgin Islands.

WHY? The purpose of the Institute for Training in Librarianship is to provide 25-30 full-time librarians and media specialists an opportunity to upgrade their skills and to expand their knowledge of librarianship. The Institute course program includes five major areas: Records of Knowledge; Organization of Information; Reference and Information Services; Educational Media; and Management for Librarians. College credits may be available through the College of the Virgin Islands.

WHERE? The Institute for Training in Librarianship will take place simultaneously in St. Thomas and St. Croix, U.S.V.I. on the campuses of the College of the Virgin Islands. In addition, there will be library field trips: To St. Thomas for St. Croix-based librarians; To St. Croix for St. Thomas-based librarians; and to Puerto Rico for the entire Institute and Staff.

WHEN? The Institute for Training in Librarianship will hold evening sessions two nights per week, from 6:30 p.m.-9:15 p.m.; and Saturday workshops, for ten weeks, from February 1 to April 10, 1976.

HOW? The Institute for Training in Librarianship is sponsored by a U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act of 1965 (Public Law 89-329, as amended). Under the auspices of this grant, the College of the Virgin Islands Institute for Training in Librarianship offers each participant in the program a Stipend of $375.00 for 10 weeks' attendance. In addition, the Institute will pay registration fees, tuition, most instructional materials costs and most field trip travel costs.

ADMINISTRATIVE STAFF

Director - Dr. Henry C. Chang, Chief Librarian College of the Virgin Islands, St. Croix Campus;
Associate Director - Mr. James M. Oliver, Director of Federal Programs, V. I. Department of Education;
Instructional Associate - Mrs. Marjorie Masters, Administrative Assistant, College of the Virgin Islands Library, St. Croix Campus;
Administrative Secretary - Mrs. Helen Laurence

INSTRUCTIONAL STAFF

Ms. Eleanor Bough, School Librarian, Eudora Kean High School, St. Thomas;
Ms. Barbara H. Clark, Principal Librarian, Mobile Services, Los Angeles Public Library, Los Angeles, California;
Dr. Robert J. DiPietro, Professor, School of Languages and Linguistics, Georgetown University, Washington, D. C.;
Professor Frank N. Hogg, Head, Department of Library Studies, University of the West Indies, Kingston, Jamaica; and Principal, College of Librarianship, Aberystwyth, Wales;
Dr. Donald Lehnus, Associate Professor, Graduate School of Librarianship, University of Puerto Rico, San Juan, Puerto Rico;
Ms. Ellen MacLean, Title II Librarian, V. I. Department of Education, St. Thomas;
Dr. Douglas C. Moore, Director of Media Services, Learning Resources Center, Virginia Polytechnic Institute and State University;
Mr. Richard Nudd, W.TJX, Channel 12 Television, St. Thomas;
Ms. Verna E. Penn, Chief Librarian, British Virgin Islands Public Library, Road Town, Tortola;
Ms. Cora M. Ramos, School Librarian, Lew Muckle School, St. Croix;
Mr. Timothy Spannaus, Audio Visual Specialist, Claude O. Markoe School, St. Croix.

ADVISORY COMMITTEE

Ms. Enid Baa, Former Director, V. I. Division of Libraries and Museums;
Dr. Issac Dookhan, Associate Professor, College of the Virgin Islands;
Dr. Milton L. Forbes, Professor, College of the Virgin Islands;
Ms. Fiolina B. Mills, Acting Director, Bureau of Library Services, V.I. Department of Education;
Hon. Alexander Moorhead, Senator, U.S.V.I. Legislature;
Dr. Darshan Padda, Acting Director, V.I. Extension Service;
Ms. Mary C. Scott, Librarian in Charge, Florence Williams Public Library, Christiansted;
Mr. Robert Vaughn, School Librarian, Good Hope School, Frederiksted;
Mr. Ernest Wagner, Chief Librarian, College of the Virgin Islands, St. Thomas Campus.

APPLICATIONS

Librarians interested in participating in this Institute should complete the application form on the reverse side of this brochure and mail or bring it to:

Dr. Henry C. Chang, Director
Institute for Training in Librarianship
College of the Virgin Islands
P. O. Box 84, Kingshill, St. Croix 00850
Tel. (809) 778-1620 x 134

Completed applications must be returned no later than December 12, 1975. Applications will be reviewed by the Selection Committee. Applicants will be selected on the basis of criteria set forth in Federal guidelines and interpreted by the Selection Committee. Persons selected to attend the Institute will be notified by January 9, 1976.

QUESTIONS?

For more information, please call Dr. Chang, Mrs. Masters, or Mrs. Laurence at the C.V.I. Library, (809) 778-1620, x 133, 134.

THE DAILY NEWS, TUESDAY, NOVEMBER 11, 1975

C. V. I. Awarded $38,000 Library Training Grant

The College of the Virgin Islands has been awarded a $38,000 Library Training Grant by the U.S. Office of Education to establish an Institute for Training in Librarianship. This institute will be directed by Dr. Henry C. Chang, college librarian and lecturer in social Sciences.

The purpose of the Institute is to provide 30 full-time working librarians and media specialists an opportunity to improve their skills and to expand their knowledge of Librarianship. The program will concentrate on management for librarians, reference and information services, records of knowledge, organization of information, and educational media. The faculty of the institute consists of scholars and educators from the West Indies and the U.S. Librarians and/or media specialists who are working in the library or school systems are eligible to participate in this in-service training program. Participants may receive a total stipend of $375.00. In additon, the Institute will pay registration fees, tuition, most instructional materials costs, and most field trip travel costs.

The institute will hold evening sessions two nights per week and Saturday half-day workshops in St. Thomas and St. Croix for ten weeks from February 1 to April 10, 1976.

The institute is now accepting applications from all interested librarians and media specialists who wish to participate in the librarianship training program.

Information brochures and application forms are available from the CVI Libraries. Completed applications must be returned no later than Dec. 12 to Dr. Henry C. Chang, director of the Institute for Training in Librarianship. Those interested in further information are invited to address inquiries to Helen Laurence, administrative secretary, Institute for Training in Librarianship, College of the Virgin Islands, P.O. Box 84, Kingshill, St. Croix, U.S.V.I. 00850, or call (809) 778-1620, extension 133 or 134.

APPENDIX C

AT LEARNING INSTITUTE

The Daily News April 28,1976

35 Grads Presented Library Certificates

CHRISTIANSTED--The first graduation of the Institute for Training in Librarianship of the College of the Virgin Islands was held Sunday afternoon at the Melvin H. Evans Center for Learning on the St. Croix campus.

Thirty-five graduates from both St. Croix and St. Thomas were awarded their certificates for successfully completing ten weeks of classes by Dr. Henry C. Chang, institute director.

The program, federally funded by the U.S. Office of Education, was established to upgrade skills of working librarians and media specialists and to improve library services generally.

The thirty-five, comprised of school and public librarians, teacher-librarians, media specialists and librarian aspirants, studied many phases of library sicence. Their instructors included experts from Bayamon Regional College and the University of Puerto Rico, Georgetown University, City of Los Angeles, California, University of the West Indies, Virginia Polytechnic Institute and other educational institutions.

Mrs. Ada B. Anderson, chosen by her St. Croix fellow graduates to speak on their behalf, summarized what they had learned, saying they had studied every aspect of library science, with instruction ranging from the organization of information to records of knowledge, media technology, reference and referral services and management theory and practices. Instruction also included workshops and field trips, with St. Thomas and St. Croix having exchange programs and also with the combined enrollment spending a day in Puerto Rico observing libraries and facilities there.

"If we have learned nothing else," Mrs. Anderson pointed out, "we have learned that the key to adequate library service rests upon a knowledge of the community and its needs."She said, "A continuing even if intermittent program of library training here will attract local recruits who know and understand their community."

Also participating in the graduation ceremony were St. Croix C.V.I. Director Dr. Mary Savage, Education Commissioner Gwendolyn Kean, Conservation Commissioner Virdin C. Brown, Senator Alexander A. Moorhead Jr., Granville Christoper, speaking on behalf of the St. Thomas members of the class, and St. Croix Administrator Clement Sackey, who read a prepared speech for Governor King who was unable to be present.

Pastor Robert C. Wakefield gave the invocation and benediction and the St. Croix Community Band, under the direction of Arthur Whitmore, played several musical selections.

Members of the first graduating class were: Ada B. Anderson, Olivia M. Aubain, Felipe Ayala, Sr., Asha Bansal, Gayle M. Beauvais, Utah Benjamin, Corrine A. Brodhurst, Midori M. Buchanan, Linda F. Camacho, Elizabeth A. Cherian, Granville Christopher, Laurence Eddington, Julio Espinosa, Merlene O. Gibbs, Sharon Graham, Ethyl G. Harris, Laurel A.A. Hecker, Julie Horine, Hope M. Hunter, Sandy T. Hutchins, Astrid V. Johnson, June A.V. Lindqvist, Susanne Bretz Martin, Jeanne Mayo, Michael E. Mironov, Cynthia A. Olson, Athalie L. Petersen, Bernadette Richards, Virginia Rogers, Charlene R. Smith, Anna Rainey, Sylvia M. Trout, Thelma V. Walters, Sandra L. Warren and Priscilla Watkins.

APPENDIX C

APPLICATION FOR INSTITUTE FOR TRAINING IN LIBRARIANSHIP

Name _____ Position _____

Present Employer _____ How long employed here? _____

Address _____ Telephone _____

Library School/College Attended _____ Degree _____ Date _____

Place of Birth _____ Country of Citizenship _____

How long residing in U.S.V.I.? _____

Please attach a brief statement relating reasons why you feel you will benefit from this Institute and how you will apply Institute experience to improve your library environment.

Verification by Supervisor Name _____ Position _____

Signature _____

Comments: _____

_____

_____

Notes on the Advisory Board Meeting of December 9, 1975

The Advisory Board of the Institute for Training in Librarianship met for the first time on December 9, 1975 in St. Croix. Present at the meeting were Miss Enid Baa, Dr. Isaac Dookhan, Miss Fiolina B. Mills, Senator Alexander A. Moorhead, Miss Mary C. Scott, Mr. Robert V. Vaughn, and Mr. Ernest Wagner. Representing the Institute staff were Dr. Henry C. Chang, Mr. James M. Oliver, and Mrs. Helen Laurence.

1. As the first order of business, the Advisory Board elected Mr. Robert Vaughn as chairperson. Mr. Vaughn asked for a progress report of the Institute. Dr. Chang reviewed the history of the Institute from the submission of the proposal in February 1975, to the notification of the grant award in June 1975 (as one of the 28 selected from a total of 189 submitted nationwide), to the present, at which time the Institute has received 46 applications for a total of 30 spaces. Of the 46 applications received, 15 are from St. Thomas-St. John, 28 from St.Croix, and 3 from elsewhere (Puerto Rico, Colombia, S.A.).

2. The Advisory Board considered the agenda item of Participants' eligibility criteria and selection priorities: Several priorities were discussed: 1) working librarians presently in the public library system; 2) working public school librarians presently in the public school system; 3) Virgin Islanders and permanent residents. It was suggested that a standard educational level be set to ensure consistency and to facilitate instruction. The need for standardizing criteria was emphasized as a caveat against diminishing the effectiveness of the Institute by introducing too wide a range of needs. A decision was made to issue general guidelines for minimum eligibility requirements, and to let the Selection Committee make judgements on individual applications. The following requirements were passed: 1) Residency - a minimum of three years in the Virgin Islands; 2) Education - High School Diploma or Equivalency; 3) Experience- at least one year working full time in any library. It was agreed that the Institute staff would publicize these amended eligibility requirements and that the deadline for application be extended from December 12th to December 31, 1975.

APPENDIX E

3. The Selection Committee was elected. Miss Enid Baa and Dr. Isaac Dookhan are the Selection Committee members. They will be assisted by the staff members of the Institute. The Selection Committte meeting was set for January 7, 1976.

4. Contracts with participants re: Stipends:
There was consensus that the stipend should be paid in one lump sum upon completion of the Institute training program. Receipt of stipend will depend upon attendance only; a maximum of three (3) cuts will be allowed. For more than three cuts, stipends will be forfeited accordingly, at the rate of $12.50 per session missed. If it is deemed by the instructor and by the Institute staff that a participant is not committing his/her time and energy to the program, the person in question shall be dropped from the program. Stipend monies earmarked for Institute drop-outs shall revert to the Federal government.

5. College credits for Institute Participants from the College of the Virgin Islands:
It was proposed that a letter be drafted from the Advisory Board and signed by the chairperson, to Dean A. Richards of the College of the Virgin Islands, requesting a decision on the issue of whether or not credit will be granted to Institute participants. The Selection Committee will need to know whether the credit option is available in order to make informed admission decisions. (The letter was sent out on December 11th.)

6. Auditors will be accepted, but class size shall not exceed twenty. Auditors may receive a certificate, but no stipend.

7. The Institute staff is presently planning for the Opening Ceremonies. A list of speakers and platform guests is being developed and invitations should be sent out before Christmas.

Thank you for attending. If you have any comments, suggestions, or questions, please call Mrs. Laurence at 778-1620, extension 133 or 134.

APPENDIX E

ADVISORY COMMITTEE MEMBERS

Ms. Enid Baa
Former Director
V.I. Bureau of Libraries and Museums
P.O. Box 822
St. Thomas, U.S.V.I. 00801

Dr. Issac Dookhan
Associate Professor of History and Testing Officer
Chairman of the Library Committee
College of the Virgin Islands
St. Thomas, U.S.V.I. 00801

Dr. Milton L. Forbes
Professor of Science and Mathematics
Chairman of the Library Committee
College of the Virgin Islands
St. Croix, U.S.V.I. 00850

Ms. Fiolina B. Mills
Coordinator, Bureau of Library Services and Instructional Services
Department of Education
P.O. Box 630
St. Thomas, U.S.V.I. 00801

Honorable Alexander A. Moorhead, Jr.
Senator, U.S.V.I. Legislature
P.O. Box 187
Frederiksted, St. Croix
U.S.V.I. 00840

Dr. Darshan Padda
Research Horticulturalist
Acting Director, VIAES and VIES
P.O. Box 6902, Sunny Isle
Christiansted, St. Croix
U.S.V.I. 00820

APPENDIX E

Ms. Mary C. Scott
Librarian in Charge
Florence Williams Public Library
King Street
Christiansted, St. Croix
U.S.V.I. 00820

Mr. Robert V. Vaughn
School Librarian
Good Hope School
Frederiksted, St. Croix 00840

Mr. Ernest Wagner
Chief Librarian
College of the Virgin Islands
St. Thomas, U.S.V.I. 00801

APPENDIX E

COLLEGE of the VIRGIN ISLANDS

ST. CROIX CAMPUS

This statement will serve as your contractual agreement to participate in the Institute for Training in Librarianship of the College of the Virgin Islands in accordance with the following provisions:

1.) Period: From February 1, 1976
To April 10, 1976

2.) Attendance and Class participation: Attendance at all Institute activities including lectures, workshops, and field trips, is required. The participant must demonstrate committment to and interest in the Institute program, subject to the evaluation of the Project Director and the Instructional staff. No more than three excused absences are allowed. More absences will result in a pro-rated reduction of the total stipend ($12.50/absence), subject to the provisions of the Advisory Board of the Institute for Training in Librarianship, based upon Federal Guidelines. If the participant misses more than a total of one-third (1/3) of all Institute activities, he/she will be automatically dismissed from the Institute.

3.) Stipend: Participants will receive a total stipend of $375.00 in one lump sum, upon successful completion of the Institute program, according to the evaluation of the Project Director and the Instructional Staff.

4.) Certificate: Upon successful completion of the Institute program, subject to the evaluation of the Project Director and the Institute Instructional Staff, the participant will receive an official certificate verifying his/her participation in the Institute.

Your participation in the Institute for Training in Librarianship is subject to the rules, policies, and regulations of the College of the Virgin Islands, and to the guidelines of the U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act of 1965 (Public Law 89-329, as amended).

I accept the terms of this contract.

Participant	Institute Director
Social Security Number	Date

APPENDIX F

KINGSHILL POST OFFICE • ST. CROIX, U. S. VIRGIN ISLANDS 00850 • TEL. 809-778-1620

COLLEGE of the VIRGIN ISLANDS

ST. CROIX CAMPUS

This statement will serve as your contractual agreement with the College of the Virgin Islands to work for the Institute for Training in Librarianship in accordance with the following provisions:

Position Title _____

Period: *From* _____
To _____

Rate of Payment:
Travel _____
_____
_____

Per Diem and/ or Lecture Fee _____
_____
_____
_____

Responsibilities _____
_____
_____
_____
_____

Your appointment to the Institute for Training in Librarianship is subject to the rules, policies, and regulations of the College of the Virgin Islands, and to the guidelines of the U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act of 1965 (Public Law 89-329, as amended).

_____ _____
President *Institute Director*

I accept the terms of this contract.

_____ _____
Signature *Date*

_____ _____
Social Security Number *Withholding Dependents*

APPENDIX G

GRADE CHART

MIDTERM EXAM

TOTAL: n= 36

mean= 75.95

median= 78

ST. THOMAS: n= 17

mean= 75.5

median= 78

mode= 82

ST. CROIX: n= 19

mean= 76.4

median= 78

mode= 74

FINAL EXAM

TOTAL: n= 36

mean= 77.5

median= 80

ST. THOMAS: mean= 78

median= 80

mode= 80

ST. CROIX: mean= 77

median= 80

mode= 84

APPENDIX H

INSTITUTE FOR TRAINING IN LIBRARIANSHIP -- MIDTERM EXAM -- MARCH 6, 1976

You will have one (1) hour to complete this exam. Please answer all questions. Each correct answer is worth two (2) points. (Some questions require several answers.) A perfect score is 100%. Good luck!

I. Multiple Choice: Circle the appropriate answer or supply the appropriate letter.

1. HOOT OWL is the phone number of:
   a. an afterhours reference service
   b. an interlibrary loan network
   c. a community agency referral center.

2. Southern California Answering Network:
   a. delivers books to libraries in a van
   b. searches in-depth reference questions
   c. refers patrons to other community agencies.

3. SCILL stands for:
   a. Southern California Interlibrary Loan
   b. Southern California Independent Library
   c. Southern California Individual Loan.

4. ANSWERS is:
   a. a community information and referral center
   b. a telephone answering service
   c. a statewide reference service.

5. The number assigned to a book or other material to show the subject area and to indicate its location in the collection is:
   a. a call number
   b. a Cutter number
   c. an accession number
   d. a classification number.

6. The notation used to identify and locate a particular book on the shelves is:
   a. a call number
   b. a Cutter number
   c. an accession number
   d. a classification number.

7. Which of the following is NOT a fact book?
   a. Black's Law Dictionary
   b. The Statesman's Who's Who
   c. Reader's Guide to Periodical Literature
   d. Educational Media Yearbook.

8. Paper (vellum, parchment) was first made in:
   a. Philadelphia
   b. Holland
   c. Germany
   d. China

9. The first American edition of the Bible was produced by:
   a. Thomas Paine
   b. Benjamin Franklin
   c. Cyrus McCormick
   d. Addison and Steele

10. A behavioral objective defines:
    a. learning behavior
    b. terminal behavior
    c. teaching behavior
    d. initial behavior.

11. Circle the words that would be appropriate for use in a behavioral objective:
    a. to list
    b. to appreciate
    c. to define
    d. to identify
    e. to understand
    f. to make.

12. In the communications model, which of the components interferes with the reception of a message?
    a. feedback
    b. medium
    c. message
    d. noise
    e. none of the above

13. In applying the communications model to the use of a 16mm film in a class, match up the components of the model with the items listed, by placing the proper letter in each space:

a. receiver	_____ content of film
b. message	_____ film
c. medium	_____ student
d. interpretation	_____ student's perception

14. Children of Puerto Rican parentage residing in the V.I. may be <u>receptively</u> competent in:
    a. Spanish
    b. English
    c. Danish

15. Children of Puerto Rican parentage residing in the V.I. are likely to be <u>productively</u> competent in:
    a. Spanish
    b. English
    c. Danish

16. Native Virgin Islanders are likely to use their creole in the following situation:
    a. at a party with childhood friends
    b. giving directions to Continentals
    c. both of the above

17. The meanings that words have are :
    a. fixed by dictionaries
    b. defined by how people use the words
    c. determined by legislation.

18. A library that serves a diglossic community
    a. should have its collection exclusively in the standard language
    b. should include materials in the non-standard variety of language
    c. should not have a library.

19. An organogram is:
    a. span of control
    b. a work-study of a system
    c. a diagrammatic description of a system's staffing structure.

20. A subject division is an area/room in a library where one finds:
    a. the reference and lending stock of a subject combined in that same section
    b. all information materials arranged in chronological order
    c. all information materials arranged by country of origin.

21. Standards are useful for:
    a. reducing expenditures
    b. acting as reference points for measuring a system's requirements in terms of space, staff, and stock
    c. impressing the library committee.

II. True-False: Please circle the appropriate answer.

1. Senior citizens do not use bookmobiles. True False

2. Bookmobiles carry mostly high demand library materials. True False

3. Bookmobiles are more costly to operate than branch libraries. True False

4. Bookmobiles should provide all the services of a branch library. True False

III. Fill-ins: Please write the correct answer in the space provided.

1. List three (3) types of reference questions which should NOT be answered:

_____
_____
_____

2. In what general reference source would you look to find Federal programs for the handicapped?

_____

3. List four (4) kinds of bibliographic reference tools:

_____
_____
_____
_____

4. What is the official journal of the Division of Reference and Adult Service of the American Library Association?

_____

5. What is the main bibliographic reference book for reference librarians?

_____

6. Put the following into chronological order. Start with the method of expression which developed earliest:

a. ideograms	1st_____
b. alphabet	2nd_____
c. pictographs	3rd_____
d. syllabic writing	4th_____

7. List two books or other sources that you could use to find subject headings:

_____

_____

8. Fill in the missing letters. The number of blanks equals the number of letters in the missing word.

- - - - - - - is the foundation of management.

The framework of management is the - - - - - - - - - - - - -.

9. In the list given below, which are the regulating and which are the social factors of management? Please put a check in the columns provided.

	Regulating	Social
Planning	_____	_____
Coordination	_____	_____
Control	_____	_____
Motivation	_____	_____

10. Please rate this test by circling the appropriate number below.

Unfair 1 2 3 4 5 6 7 Fair

Too hard 1 2 3 4 5 6 7 Too easy

Please explain and comment below. This question is ungraded, for our information only.

_____

_____

_____

_____

_____

_____

_____

_____

INSTITUTE FOR TRAINING IN LIBRARIANSHIP -- FINAL EXAM -- APRIL 10, 1976.

You will have one and one-half (1½) hours to complete this exam. Please answer all questions. Each correct answer is worth one (1) point. (Some questions require several answers.) A perfect score is 100%. GOOD LUCK!

I. MULTIPLE CHOICE: Circle the appropriate answer(s) or supply the appropriate letter(s).

1. Where would you find the U.S. Supt. of Documents classification number for the Agricultural Yearbook? (2 pts)
   A. in Books in Print
   B. in the Monthly Catalog of U.S. Government Publications
   C. in the document itself
   D. in the Wilson Public Library Catalog
   E. in the Encyclopedia Britannica

2. In which of the following sources can you find information about Gerald Ford, President of the United States? (4pts)
   A. in Who's Who in America
   B. in Current Biography
   C. in the U.S. Government Manual
   D. in Readers' Guide to Periodical Literature
   E. in The Dictionary of American Biography

3. Which of the following types of reference questions should not be answered by a reference librarian? (3pts)
   A. biographical
   B. bibliographical
   C. legal
   D. copyright
   E. medical

4. Where can you find out whether there is an education journal published in Spanish? (1pt)
   A. in the Readers' Guide to Periodical Literature
   B. in Library Journal
   C. in Ulrich's International Periodicals Directory
   D. in Webster's Unabridged Dictionary
   E. in Winchell's Guide to Reference Books

5. Where can you find a map of the Roman Empire under Augustus? (2pts)
   A. in the Oxford Economic Atlas
   B. in the National Geographic Atlas
   C. in Shepherd's Historical Atlas
   D. in The Columbia Lippincott Gazetteer of the World
   E. in Palmer's Atlas of World History

6. Which of the following statements about Winchell's Guide to Reference Books are correct? (3pts)
   A. It is published by the American Library Association.
   B. It is a bibliographic reference tool.
   C. It is a statistical reference tool.
   D. It is an evaluative reference tool.
   E. It is an index to reference periodicals.

7. In the analysis of the following question "when did the American artist, James Whistler, die?" the following are logical approaches to the answer: (3pts)

   A. encyclopedias of art
   B. histories of American art
   C. contemporary biographical sources
   D. universal biographical sources
   E. almanacs

8. Which of the following professional periodicals regularly carry sections with reviews of reference works? (5pts)
   A. Booklist
   B. Choice
   C. Library Journal
   D. RQ
   E. Wilson Library Buletin

9. Which of the following questions probably can be answered by one of the almanacs? (2pts)
   A. Who are the bishops of the Methodist Church in the U.S. ?
   B. What is the definition of "oomiak"?
   C. What is Boyle's Law?
   D. Where can you find the seating capacity of stadiums in the U.S.?
   E. Where do you find a list of federal programs for the handicapped?

10. Which of these terms describes the terminal behavior expected of a learner?
   A. curriculum referent
   B. adjunct program
   C. medium/message
   D. behavioral objective

11. Which one of these terms describes a self-instructional device using already-available software?
   A. Individual Study Module (ISM)
   B. Adjunct program
   C. Programmed text

12. What legal doctrine allows a student to quote a sentence from a copyrighted work, for use in a term paper?
   A. Wilkinson decision
   B. Buckley Amendment
   C. Exclusive right
   D. Fair use

13. In 1972, the Copyright Act was extended to cover which of the below, which had not been covered before?
   A. recorded musical performances
   B. Color movies
   C. Xerox copies
   D. cable television productions

14. The professional association for media specialists is abbreviated:
   A. AVI
   B. AECT
   C. ALA
   D. NAVA

15. A community librarian should be most concerned with:
    A. a good literary book collection
    B. direct service to the patrons
    C. a large library building

16. The purpose of library programs and activities is:
    A. to publicize the library
    B. to make people feel comfortable and at home in a library
    C. to impress the library administrator

17. How would you characterize the language situation in the U.S. Virgin Islands:
    A. Bidialectal
    B. Bilingual
    C. Diglossic
    D. Bilingual and Diglossic
    E. Bilingual and Bidialectal
    F. Monolingual

18. In a diglossic situation, which written materials would be likely to be written in the non-standard variety of language:
    A. tourist guide books
    B. native proverbs and folktales
    C. treaises on mathematics

19. The change from the use of one language to the use of another during a conversation is called:
    A. code-switching
    B. monolingualism
    C. neither of the above

20. Management services units are concerned with which one of the below?
    A. Servicing equipment
    B. Improving effectiveness of the firm or institution
    C. The re-employment of veterans

II. TRUE FALSE: Please Circle the appropriate answer.

1. Receptive competence in a language is necessarily greater than productive competence in order to assure ease of communication with many people. True False

2. Work Study is concerned with method study and work measurment. True False

3. Good design is produced by ergonomists. True False

4. A good salary is the best long term motivator. True False

5. Herzberg believed that achievement was a motivator. True False

III. FILL-INS: Please write the correct answer in the space provided.

1. In the following list of reference tools, mark those that are bibliographic by a B and those that are fact books by an F. (5 pts.)
   A. _____encyclopedias
   B. _____card catalog
   C. _____maps, atlases & gazetteers
   D. _____indexes to magazines, newspapers & books
   E. _____books of curious facts, customs, folklore & mythology

2. Match the following terms with the definitions in the second column: (5 pts.)

_____software	A. equipment
_____hardware	B. carrier of a message
_____noise	C. step-by-step instruction
_____medium	D. interference
_____programmed text	E. instructional material (e.g.filmstrip)

3-12. Read the following definitions and determine which term from the group of fifteen (15) terms given below is being defined. Write the letter which corresponds to the definition in the blank provided at the left. Not all of the fifteen terms are defined, and no term is defined more than once.

3. _____Information telling where, when and by whom the publication was produced.

4. _____A physical description of the publication or other item.

5. _____A record or list of the added entry cards made to represent the publication in the catalog.

6. _____The total number of copies of a publication produced at any one time.

7. _____A re-issue of a publication with additions, revisions, or other changes in the text.

8. _____Symbols used to mark and distinguish the items in a collection and to facilitate their retrieval.

9. _____The entity responsible for reproducing copies of a publication.

10. _____A record of the materials that a library possesses.

11. _____A style (or form) used for describing materials when the title is used as the main entry.

12. _____The entity responsible for the printing costs and the distribution of a publication.

A. Call number	I. Printer
B. Collation	J. Printing
C. Contents note	K. Publisher
D. Edition	L. Series statement
E. Foliation	M. Shelflist
F. Hanging indention	N. Subject headings
G. Imprint	O. Tracing
H. Pagination	

13.-22. Determine the main entry for each of the following ten (10) publications and select the correct answer from the group A - O that follows. Write the letter which corresponds to the main entry in the blank provided at the left of each portion of title page information. Some answers will not be used at all and others may be used more than once.

13. _____ Modern theater : an anthology of twelve plays by Henrik Ibsen and Tennessee Williams. Selected and annotated by George Simpson.

14. _____ The complete works of Henrik Ibsen. Edited by Melvin Littleton, with a biographical sketch of Ibsen by Stanley Walker.

15. _____ An analysis of the literary works of Henrik Ibsen, by George Simpson and Mary Jane Smith.

16. _____ Handbook of practical nursing, by Mary Jane Smith, Laura Irving, Beatrice Ewing and Alice Goodwin.

17. _____ The complete book of Mother Goose nursery rhymes. Illustrated by James Gibbs. Arranged by Margaret Pierson.

18. _____ An introduction to librarianship, by John Gibbs and George Simpson.

19. _____ The wisdom of JFK : an anthology of quotes from the writings and speeches of the late President Kennedy. Selected, edited and arranged by John Gibbs.

20. _____ The new Random House encyclopedic dictionary of computer and information science terminology. Edited and arranged by Melvin Littleton.

21. _____ Medical terminology for nurses : an introductory text, by Mary Jane Smith, Laura Irving and Beatrice Ewing.

22. _____ The private life of John F. Kennedy as seen through his personal correspondence : a collection of 250 letters compiled and arranged by Stanley Walker, and indexed by James Gibbs.

A. Title main entry
B. Ewing, Beatrice
C. Gibbs, James
D. Goose, Mother
E. Ibsen, Henrik
F. Irving, Laura
G. Kennedy, John F.
H. Littleton, Melvin
I. Mother Goose
J. Pierson, Margaret
K. Random House
L. Simpson, George
M. Smith, Mary Jane
N. Walker, Stanley
O. Williams, Tennessee

23.-32. Choose one of the terms in parentheses and use it to fill in the blank.

23. Classroom television should be regarded as _____.
(Another tool available for learning; something extraordinary; a mystery)

24. Videotape _____ be used more than once for recording.
(Can; Cannot)

25. Is videotape a single or double system process ? (Single; Double)
That is to say, is the sound recorded with the picture on the same tape or on a different machine ? _____

26. Most television instruction is _____.
(Designed to stand alone; designed to be used with a teacher present)

27. Videotape is a(n) _____ process.
(Magnetic; Optical)

28. Given reasonable care during daily use, _____ should last longest.
(Film; Videotape)

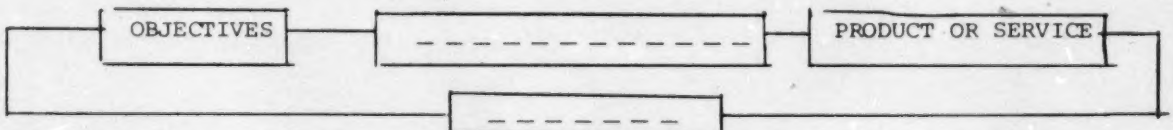
29. When you turn the television set on and there is no picture or sound, what should you check first before calling for help ? _____
(Is it plugged in? Proper channel? Window shades down?)

30. The _____ of the light is as important to a color television camera as the amount of light. (Intensity; Color; Speed)

31. Color television camers are generally _____ sensitive to light than black and white cameras. (Less; More; the Same)

32. Videotape _____ physically spliced like film. (Is; Is not)

33. Fill in the words missing from the two boxes which form part of this cycle of management (2 pts.) (Fill in the letters to spell the correct words)



34. Managerial tasks have been classified into four groups, including planning and motivation. What are the other two? (2 pts.)

_____ _____

35. When many personnel report to the same supervisor, this may be called the _ _ _ _ span of control. (Fill in the letters to spell the correct word)

36. When few personnel report to the same supervisor, this may be called the _ _ _ _ _ _ _ span of control. (Fill in the letters to spell the correct word)

37. List seven (7) variables that may affect the span of control (Other than those given as examples -- e.g., the manager and his abilities; the environment of the job area, etc.) (7 pts.)

_____ _____

_____ _____

_____ _____

_____

38.-40.
List three (3) ways that libraries may choose to departmentalize (other than this example -- e.g. by Function, ie, Reference and Lending)

38. _____

39. _____

40. _____

41.-42.
Complete Maslow's hierarchy of human needs by filling in the blanks below:

1st: _____

2nd: Esteem

3rd: Belongingness

4th: _____

5th: Physiological

43. Conrad von Gesner is known as the "Father of _____."

44. Please rate this test by circling the appropriate numbers below.

Unfair 1 2 3 4 5 6 7 Fair

Too hard 1 2 3 4 5 6 7 Too easy

Please explain and comment below. This question is ungraded, for our information only. Thank you.

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

PRE-TEST/POST-TEST

Name _____ Date _____

PLEASE ANSWER ALL QUESTIONS. LEAVE NO BLANKS. YOU HAVE APPROX. 20 MINUTES

1. The process of descriptive cataloging consists of identifying and describing each separate bibliographical unit in the collection.
(Circle true or false) True False

2. The main entry may occur in four possible forms: personal author, corporate author, title entry, or uniform title entry.
(Circle true or false) True False

3. The two principles of card catalog filing are the alphabetic principle and the principle of congruity.
(Circle true or false) True False

4. The major cataloging code changes effected by ISBD(M) lie in the areas of punctuation, statement of authorship, and imprint.
(Circle true or false). True False

5. The acid test of a library administrator is not his/her knowledge of books, but the size of his/her budget and the reputation the library enjoys in the community.
True False

6. Professional growth is the responsibility of the individual librarian, not of the library administrator.
True False

7. The term "library network" refers to a radio station operated by a public library system.
True False

8. In a public library, it is preferable to acquire a superior book which will not be read than to acquire a mediocre book which will be read.
True False

9. The term "codex" refers to: (Circle one)
   a) the cuneiform method of writing used in ancient Babylon;
   b) an automated information retrieval system;
   c) an ancient book form made by folding and sewing together several sheets;
   d) a computer language .

10. In Webster's Dictionary's listings of different definitions for each word defined, the first meaning listed is always the most current usage.
(Circle true or false) True False

APPENDIX H

PRE-TEST/POST-TEST

Name _____

11. Good reference service involves knowing how to interpret the reader's inquiries, and to respond by providing what is really desired, even when the reader can't express it.
(Circle true or false) True False

12. Reference services are most satisfactory when every effort is made to enable the reader to serve him/herself.
True False

13. Good reference service depends on a thorough knowledge of materials within the library rather than a knowledge of those available from other libraries.
True False

14. What journal discusses new reference books in a monthly article?
_____

15. According to the Library Bill of Rights (ALA, 1967), libraries should practice censorship when it is sanctioned and supported by the community.
(Circle true or false) True False

16. Write an "s" next to the items listed below that are "Software;"
Write an "h" next to the items listed below that are "Hardware."
filmstrip
filmstrip projector
cassette recorder
transparency

17. Which one of the following teaching methods provides the <u>least</u> feedback from student to teacher? (Circle one)
a) tutor
b) lecture
c) videotape

18. In a programmed text, which of the following is individualized?
a) objective
b) pace

19. To permanently mount a photo to illustration board, use:
a) rubber cement
b) laminating machine
c) dry mount press
d) double stick tape

20. Which of the following is the professional association for educational media?
a) ALA
b) AEMC
c) AECT
d) AAVI
e) NAVA

APPENDIX H

PRE-TEST

Name _____

21. Please list specifically what you expect to learn from attending the Institute for Training in Librarianship.

a)

b)

c)

d)

e)

APPENDIX H

POST-TEST

Name _____

21. On your pre-tests, you were asked to list specifically what you expected to learn from attending the Institute. Below, please indicate whether or not your expectations have been met by the Institute. Please give examples. If your expectations have not been met, please indicate in what way(s) they have not been met.

APPENDIX H

APPENDIX I

UNIVERSITY OF PUERTO RICO
REGIONAL COLLEGES ADMINISTRATION
BAYAMON REGIONAL COLLEGE
BOX 4296 BAYAMON GARDENS STATION
BAYAMON, PUERTO RICO - 00619

LIBRARY

May 11, 1976

Dr. Henry C. Chang
Director
College of the Virgin Islands
Institute for Training in Librarianship
St. Croix, Virgin Islands 00850

Dear Dr. Chang:

Thank you for the opportunity of participating in the Institute for Training in Librarianship of the College of the Virgin Islands.

It was a most rewarding experience, because of the success of the Institute itself. The participants demonstrated to be very receptive and enthusiastic to the courses offered. By my second set of lectures I could feel the progress they have obtained so far.

Programs like this, provide for the continuing education of the librarians, as well as for training of those not having a degree. I congratulate you and your staff for the realization of such an important event and I hope that similar programs be repeated in the future.

Thank you again, and I repeat that these facilities and my staff welcome you whenever you want to come back.

Sincerely,

Oneida R. Ortiz
Director
Learning Resources Center

ORO/nnb

GEORGETOWN UNIVERSITY
WASHINGTON, D.C. 20057

SCHOOL OF LANGUAGES AND LINGUISTICS
DEPARTMENT OF LINGUISTICS

May 10, 1976

Ms. Chanel O. Steirmann,
Administrative Secretary
Institute for Training in Librarianship
College of the Virgin Islands
Kingshill P.O. Box 84
St. Croix, U. S. Virgin Islands 00850

Dear Ms. Steirmann:

I am happy to give my support to a future program for training in librarianship similar to the one which has just ended. Dr. Chang, Mr. Oliver and the others associated with the Institute for Training in Librarianship are to be commended for bringing together the numerous speakers who were able to touch upon the many topics of importance to library science in a multilingual setting.

The U. S. Virgin Islands present an especially challenging setting to the work of librarians. The Institute for Training in Librarianship has made a good beginning at answering the challenge. It should be repeated so that its benefits will continue.

Sincerely,

Robert J. Di Pietro

Robert J. Di Pietro, Ph. D.
Professor of Linguistics

ENID M. BAA
LIBRARY CONSULTANT, CARIBBEANIST, BIBLIOGRAPHER

P. O. Box 822
St. Thomas, V. I. 00801

Tel. 774-3228

13 May 1976

Mr. Chanel O. Steinmann
Administrative Secretary
College of the Virgin Islands
Institute for Training in Librarianship
Kingshill P.O. Box 84
St. Croix; Virgin Islands 00850

Dear Mr. Steinmann:

I should like to offer my congratulations to Dr. Chang and associates for the successful completion of the Institute for training in Librarianship.

You have asked me for an evaluation of the Institute (letter of May 5,1976)in order to have the support for a similar program in the future. Here are a few of my thoughts:

a) The Institute was a pleasant introduction to some phases of library service and the organization of libraries and also audio-visual materials and their uses. To consider that the Institute has prepared librarians is rather questionable, but rather that it aims to prepare para-professionals and encourage candidates for professional librarians in the future.

b) As for my own modest contribution, I believe that my discourse on UDC classification system could be useful only as its utilization in the development toward the computerization and/or manipulation of library materials (print and non-print) viz-a-vie L.C., D.C., or any other library classification system. The system should also point toward the the inclusion of micro and com units for non-print materials and their organization for storage and retrieval for information dissemination.

c) In the matter of Acquisition and inter-library cooperation I would stress closer contacts and exchanges between staff, materials, planning information, sharing of projects and joint procedures, more frequent exchanges of acquisition lists. "Selected Acquisitions" are not as useful as exteneded lists even though they are repetitive. However, with computerized services available much can be accomplished toward the realization of indexing services and net-work of information and reference services for all Virgin Islands libraries. I am pleased to learn that DR. Chang is contemplating the projections suggested in 1970 Planning for V.I. Library Systems.

d) These views are offered in the absence of knowledge pertaining to the lectures of other guest speakers. I hope that they may not be found in conflict or contradiction to them.

Sincerely,

Enid M. Baa

Claude O. Markoe School

P. O. Box 487
FREDERIKSTED, ST. CROIX U.S. VIRGIN ISLANDS 00840
TELEPHONE (809) 772-0340

May 21, 1976

Dr. Henry C. Chang, Director
Institute for Training in Librarianship
College ofthe Virgin Islands
Kinshill, St. Croix

Dear Henry:

I wish to add my support to those suggesting that there be some continuation of the valuable work begun by this year's institute.

The interest and hard work put in by the participants, along with the wide community support, indicate a genuine need for continuing professional growth of librarians and media specialists in the Virgin Islands. With the rather limited market for professional librarians and media specialists in the Virgin Islands, I believe that in-service courses, like the present Institute,are more valuable than courses leading to certification. Certainly there is a serious need for continuing education in this area. Another institute at some time in the near future might well open enrollment to all those now employed, regardless of when each one received formal training. The course work might then be conducted at an advanced (graduate) level, rather than at the basic level sometimes adopted in this institute.

Be assured of my continuing support of programs of this kind, and please let me know if I can be of any assistance.

Sincerely,

Timothy W Spannaus

Timothy W. Spannaus
Audio-visual specialist

CITY OF LOS ANGELES

CALIFORNIA

COMMISSIONERS

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SUSIE D. FRIERSON
SECRETARY

PUBLIC LIBRARY
LOS ANGELES
630 WEST FIFTH STREET
LOS ANGELES 90017
626-7555

WYMAN H. JONES
CITY LIBRARIAN
MRS. EDITH P. BISHOP
ASSISTANT CITY LIBRARIAN

TOM BRADLEY
MAYOR

May 20, 1976

Ms. Chanel O. Steinmann
Administrative Secretary
College of the Virgin Islands
Institute for Training in Librarianship
Kingshill, P. O. Box 84
St. Croix, U.S. Virgin Islands 00850

Dear Ms. Steinmann:

Re: Institute for Training in Librarianship

The concept of an institute like yours is a most sensible and practical approach to upgrading the knowledge and skills of "in the field" librarians. My contacts with your staff and your students convinced me that you were indeed on the right path to developing better informed, more up to date librarians.

The idea of using practicing "experts" to share their experiences with others is, of course, not new; but the breadth of subjects covered by your institute and the amount of time given them provided the students a unique opportunity to gain knowledge which might otherwise require years of graduate study.

Dr. Chang is to be congratulated for his wisdom in planning such an institute, and the students are to be respected for their astuteness in taking part in it.

I wish you luck with your plans to repeat the institute in the future.

Sincerely,

Barbara H. Clark

Mrs. Barbara H. Clark
Principal Librarian

Mobile Services
Los Angeles Public Library
5923 S. Western Avenue
Los Angeles, CA 90047

BHC:bp

APPENDIX I

ESCUELA GRADUADA DE BIBLIOTECOLOGIA
UNIVERSIDAD DE PUERTO RICO
RECINTO DE RIO PIEDRAS
APARTADO 21906
SAN JUAN, PUERTO RICO 00931

10 May 1976

Ms. Chanel O. Steinmann
Administrative Secretary
Institute for Training in Librarianship
College of the Virgin Islands
PO Box 84
St. Croix, VI 00850

Dear Ms. Steinmann:

Thank you for your letter of May 5 in which you informed me of the success of the Institute and the satisfaction of the participants.

Due to the lack of trained personell in the libraries of the Virgin Islands such institutes give the residents the opportunity to attain certain skills and knowledge of librarianship that otherwise are unavailable to them. If, in the future, another institute or similar program is given (and I hope it will be) I would be very glad to offer any services that might be needed.

Very sincerely,

Donald J. Lehnus

Donald J. Lehnus, Ph.D.
Associate Professor

APPENDIX I

VIRGINIA'S LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

LEARNING RESOURCES CENTER
4 Patton Hall

May 11, 1976

Ms. Chanel O. Steinmann
Administrative Secretary
Institute for Training in Librarianship
College of the Virgin Islands
Kingshill,
St. Croix,
US Virgin Islands 00850

Dear Ms. Steinmann:

Thank you so much for your letter of May 5th regarding graduation and support for a similar Institute in the future.

Without question, I would support the idea of having such in-service on-island training sessions. The Islands need these kinds of workshops, and as I see it they serve three very valuable functions. 1. They provide otherwise unavailable training to island personnel whose valuable potential might otherwise be unrealized. 2. They provide stimulus for on-island teachers to renew and re-apply their own skills in diverse training. 3. The utilization of off-island or mainland visiting lecturers provides a useful hybridization of instruction, bringing current practices and concepts in the varied fields, and avoiding the "in-breeding" of practices so often perpetuated in insular sub-cultures, whether in rural Vermont, Central Kansas, or on lovely tropical isles.

I would suggest, however, that you structure into your next such endeavor enough "teeth" so that participants could earn some real credits or could at least qualify for Librarian jobs on the islands at some level. I gather there was some disappointment that that did not result from the recent institute. True, it might require more funding (though not necessarily), but the authorities involved should be convinced of the merit of such a program. Please keep me advised, and rest assured that I would be most happy to be a part of such another institute should I be fortunate enough to be considered.

Kindest regards to all,

121

Douglas C. Moore
Director of Media Services

Copy: Dr. Henry Chang
Mr. James Oliver
Mr. Timothy Spannaus

COLLEGE of the VIRGIN ISLANDS

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

INSTRUCTOR EVALUATION FORM

Director
Dr. Henry C. Chang

Associate Director
Mr. James M. Oliver

Instructional Associate
Mrs. Marjorie Masters

Administrative Secretary
Mrs. Helen Lawrence

PLEASE RATE YOUR INSTRUCTOR BY CIRCLING THE APPROPRIATE NUMBERS BELOW. PLEASE ANSWER ALL QUESTIONS.

1) Was the information presented by this instructor relevant to your work situation and experience?

Irrelevant 1 2 3 4 5 6 7 Very relevant

2) How well-organized were this instructor's presentations?

Dis-organized 1 2 3 4 5 6 7 Well-organized

3) To what degree did the presentations maintain your interest?

Boring 1 2 3 4 5 6 7 Very Interesting

4) Was the LEVEL of material and information presented:

Too simple 1 2 3 4 5 6 7 Too advanced

5) Was there ample opportunity for discussion in class?

Definitely no 1 2 3 4 5 6 7 Definitely yes

6) How well did this instructor know the subject area?

Uninformed 1 2 3 4 5 6 7 Very Knowledgeable

7) The Best aspects of the presentations were:

_____

_____

8) The Worst aspects of the presentations were:

_____

_____

9) How could the presentations have been improved?

_____

_____

10) On the back of this paper, please write your overall evaluation of this instructor.

KINGSHILL • P.O. BOX 84 • ST. CROIX, U.S. VIRGIN ISLANDS 00850 • TEL. (809) 778-1620

 APPENDIX J

INSTITUTE FOR TRAINING IN LIBRARIANSHIP

FINAL EVALUATION

PLEASE WRITE YOUR PERSONAL EVALUATION OF THE LIBRARY INSTITUTE IN EACH OF THE FOLLOWING AREAS. PLEASE WRITE SEVERAL SENTENCES FOR EACH AREA. THANK YOU.

1. Orientation

2. Physical facilities, materials, supplies

3. Field trips, workshops: effectiveness in terms of number and purpose

4. Communication with staff and director during institute (amount, effectiveness)

5. Quality and type of instruction

6. Relevance, applicability, usefulness

7. Major strengths

8. Major problems (State problems, suggest solutions)

9. Please discuss the most significant thing that happened to you during the Institute.

10. Please list what (if anything) you would like to see done differently if you were to participate in another Institute like this one.

11. Please list what (if anything) you will do differently as a result of the Institute.

12. Any additional comments (Please use reverse side of paper if necessary).

THE INSTITUTE FOR TRAINING IN LIBRARIANSHIP

of

THE COLLEGE OF THE VIRGIN ISLANDS

Requests the honor of your presence

at its

Graduation Ceremonies

Sunday, April 25, 1976 / 2:00-4:00 P.M.

St. Croix Campus

Community Services Room

(Call 778-1620 extension 133 for information)

APPENDIX K

Librarianship is the only calling that devotes itself to bringing books [and non-print materials] into the common life of the world. The materials librarians work with are the materials which furnish the understanding, knowledge, and reason that can inform the mind and direct the will to meet the challenge of the time, to fit ourselves to its compulsions, to discern and guide the forces that are shaping the future . . .The sprirt of delight and confidence in books, the receptive and adventurous attitude toward the new and experimental, the catholicity of lifelong friendship and understanding for literature, are attributes of librarianship more than of any other calling. And those attributes must be fused in a dynamic of social consciousness, of confidence and purpose, if librarians are to rise to their potential leadership in welding public understanding and unity for the building of a safer and better world.

from *Living with Books*
by Helen E. Haines

THE COLLEGE OF THE VIRGIN ISLANDS
INSTITUTE FOR TRAINING IN LIBRARIANSHIP

GRADUATION
APRIL 25, 1976
2:00-4:00 P.M.
ST. CROIX CAMPUS
MELVIN H. EVANS CENTER FOR LEARNING
GOLDEN GROVE

* * *

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GRADUATION CEREMONY
INSTITUTE FOR TRAINING IN LIBRARIANSHIP
APRIL 25, 1976

MUSICAL SELECTION ..... St. Croix Community Band, Mr. Arthur Whitmore, Conductor

V.I. MARCH AND NATIONAL ANTHEM

INVOCATION ..... Pastor Robert C. Wakefield

WELCOME ..... Lawrence C. Wanlass, President

GREETINGS TO THE GRADUATING CLASS ..... The Honorable Gwendolyn Kean, Commissioner of Education

The Honorable Virdin C. Brown, Commissioner Conservation & Cultural Affairs

The Honorable Clement Sackey, St. Croix Administrator

Mrs. Ada B. Anderson, Graduating Class, St. Croix

Mr. Granville Christopher, Graduating Class, St. Thomas

The Honorable Alexander A. Moorhead, Jr., Senator V.I. Legislature

MUSICAL SELECTION ..... St. Croix Community Band

KEYNOTE ADDRESS ..... The Honorable Cyril E. King, Governor of the U.S.V.I.

AWARDING OF THE CERTIFICATES ... Henry C. Chang, Director

MUSICAL SELECTION ..... St. Croix Community Band

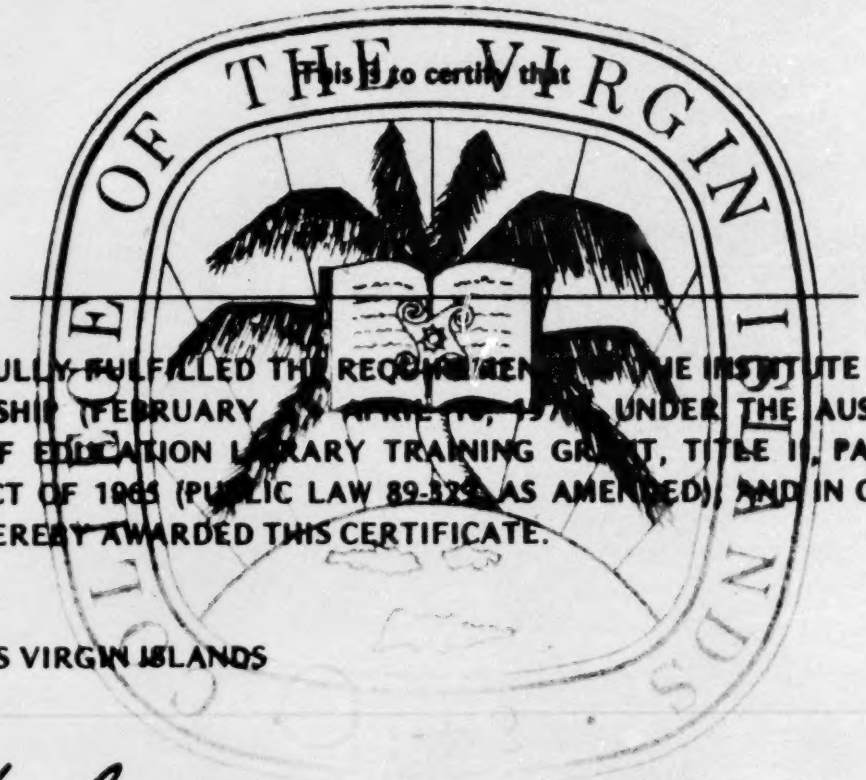
BENEDICTION ..... Pastor Robert C. Wakefield

MUSICAL SELECTION ..... St. Croix Community Band

REFRESHMENTS WILL BE SERVED AFTER THE PROGRAM

COLLEGE OF THE VIRGIN ISLANDS

Institute for Training in Librarianship



This is to certify that

HAS SUCCESSFULLY FULFILLED THE REQUIREMENTS OF THE INSTITUTE FOR TRAINING IN LIBRARIANSHIP (FEBRUARY [illegible] UNDER THE AUSPICES OF THE U.S. OFFICE OF EDUCATION LIBRARY TRAINING GRANT, TITLE II, PART B, HIGHER EDUCATION ACT OF 1965 (PUBLIC LAW 89-329, AS AMENDED), AND IN CONFIRMATION THEREOF, IS HEREBY AWARDED THIS CERTIFICATE.

UNITED STATES VIRGIN ISLANDS — APRIL 25, 1976

PRESIDENT

DIRECTOR